Michigan's Statewide Comprehensive Literacy Plan

(MiLit Plan)

LITERACY FOR **LEARNING** • LITERACY FOR **LIFE** • LITERACY FOR **ALL**

MICHIGAN Department of Education

MiLit NETWORK

COMPREHENSIVE Striving Readers LITERACY

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INTRODUCTION –

A Comprehensive Literacy Plan for Michigan
Purpose and Rationale

Literacy for Learning The national call for statewide literacy programs heralds the urgent agenda to jumpstart United States literacy achievement for success in the 21st Century world economy and culture. The Michigan Statewide Comprehensive Literacy Plan (MiLit Plan or Plan) provides a platform for educators to coordinate efforts with community members for the increased and sustained literacy achievement of all Michigan citizens. Although national trends and Michigan outcomes demonstrate progress in closing achievement gaps over the last decade[1], that progress has been slow and uneven[2]. It is time for state shareholders to acknowledge responsibility for the persistent, significant literacy gaps evidenced for Michigan students[3]. We need to change the course of literacy instruction and achievement for all Michiganians, cradle to career. The MiLit Plan details the vehicle through which statewide literacy leaders will drive this mission as a coordinated network, shifting gear for the growth, demands and opportunities of a new millennium.

Literacy for Life The MiLit Plan supports the United Nations Educational, Scientific, and Cultural Organization (UNESCO) agenda of literacy as a shared responsibility and "central to all levels of learning, through all delivery modes … an issue that concerns everybody"[4]. The Plan adopts as a central tenet UNESCO's Literacy as Freedom platform, which views literacy as a human right[5]. The MiLit Plan design calls for a network of Regional Teams which are coordinated statewide. These Teams will work with schools and community organizations in order to meet the new Common Core State Standards in English Language Arts and Literacy. The Common Core standards reinforce Michigan's metric for success in K-12 education as college and career readiness.

Literacy for All: Universal Education The MiLit Plan will operate as a coordinated, comprehensive state resource and infrastructure, implemented and sustained through Regional Teams and a virtual Network, aligned with extant educational programs. The State Literacy Leadership Team (MiLit Team) consists of representatives from Michigan Department of Education (MDE) departments and literacy educators statewide with expertise in literacy from birth through post secondary levels. The Plan is a comprehensive commitment to support lifelong literacy development, building on Michigan initiatives that support and value every learner. In 2005, Michigan adopted the Vision and Principles of Universal Education. This framework serves as the foundation for policy development by the State Board of Education, the Department of Education, and local and intermediate school districts. The principles of Universal Education reflect beliefs that each person deserves and needs a concerned and accepting educational community. These communities value diversity and provide a comprehensive system of individual supports from birth to adulthood[6]. The framework requires that each student in every educational setting receive public education support from all stakeholders. Universal Education tenets reinforce that educational settings, educational stakeholders, and factors affecting learners from birth to adulthood must be articulated for every citizen as we implement the MiLit vision: Literacy for Learning, Literacy for Life, Literacy for All Michigan Learners.

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[1] Michigan Educational Assessment Program [MEAP], 2010; NAEP, 2010; See Appendix 6

[2] Center on Education Policy, 2010; EdTrust-MidWest, 2011

[3] See Appendix 6

[4] UNESCO, 2003

[5] UNESCO, 2003

[6] MI SBE, 2005 Vision and Principles of Universal Education http://www.michigan.gov/documents/UnivEdBrochureFINAL_incl_152066_7._Glossary_03-02-06a.pdf

EXPANDED DEFINITIONS OF LITERACY FOR THE 21ST CENTURY

The MiLit Plan defines literacy generally as the ability to read, view, listen, write, speak, and visually represent in order to comprehend and communicate common meaning in various settings; the Plan's extended definition also includes oral, written, visual, and digital forms of expression. The function of literacy is to enable individuals to achieve their goals, develop their knowledge and potential, and participate fully in their community and wider society[7]. Literacy does not concern only individuals, however, as a rights and capabilities framework suggests. Rather, literacy skills and knowledge also involve a critical social dimension[8]. A shared expertise in literacy knowledge and skills has the potential to meet a community's most vital needs, to "stimulate social, cultural, political, and economic participation, especially on the part of disadvantaged groups"[9].

The 21st Century has brought new dimension to the needs of society and the economy; this dimension is naturally reflected in our schools and other social organizations. The rapid development, application, and pervasiveness of technology, as well as an influx of English language learners (ELLs), require that our construction of and approach to teaching literacy evolve. As Michigan transitions to a knowledge-based economy for its path to prosperity[10], the MiLit Plan highlights that the foundation for this shift is a literate citizenry.

The Common Core State Standards (CCSS), adopted by Michigan in June 2010, set a rigorous bar for college and career readiness in literacy. All Michigan students, regardless of current levels of performance, must be prepared to meet these standards in order to build a strong, prosperous, and democratic state. As the CCSS for English Language Arts and Literacy articulate, a literate person in the 21st Century must demonstrate these six capacities: independence; build strong content knowledge; respond to the varying demands of audience, task, purpose, and discipline; comprehend as well as critique; value evidence; use technology and digital media strategically and capably; and come to understand other perspectives and cultures[11]. The CCSS and Michigan's expanded definitions of literacy support MiLit Plan's vision for Literacy for Learning, Literacy for Life, Literacy for All.

College and Career Readiness as New Metric for Success

As reinforced throughout the CCSS and in guidance for state literacy plan development[12], literacy is the responsibility of all teachers and educational leaders. The MiLit Plan promotes literacy development beginning at birth and extending beyond the primary grades, and instructional resources focused on literacy development in grades four through twelve as crucial. The Plan acknowledges that while interventions for the most severely struggling readers should be delivered by teachers who specialize in reading, all content-area teachers need to promote literacy skills[13]. The CCSS outline a K-12 progression to college and career readiness that focuses on text complexity, disciplinary literacy, emphasis on argument writing beginning with forming and writing opinions in the earliest grades, and academic vocabulary and language.[14]

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[7] UNESCO, 2003 http://www.unesco.org/new/en/education/themes/education-building-blocks/literacy/un-literacy-decade/

[8] UNESCO, *Literacy for Life*, 2006

[9] UNESCO, *Literacy for Life*, 2006

[10] Glazer, 2010

[11] www.corestandards.org

[12] See Appendix 2 and Appendix 8

[13] Snow, 2008

[14] See Appendix 4 and Appendix 8

9 Principles to Support Diversity and Equity

The MiLit Plan promotes high standards of literacy instruction and assessment for all learners, especially those who face barriers to the acquisition of literacy skills. Literacy acquisition should be an active, engaging, enjoyable and creative process for all learners, drawing on their prior knowledge, home and community language, and experiences inside and outside of school. Effective literacy instruction includes integrated reading, writing, listening, speaking, viewing, and representing experiences, addresses a variety of real world texts and meaningful content from diverse cultures, perspectives, and disciplines. The MiLit Plan adopts these 9 principles to support diversity and equity for all literacy learners.

1. As a part of the MiLit Plan, the entire (school) community assumes the responsibility for the literacy performance of all students/learners.
2. The Plan supports the development of literacy expertise among educators (teachers and decision makers) in meeting the academic needs of diverse learners, addressing issues of special needs and accessibility (diversity, English Language Learners, Students with Disabilities).
3. The Plan highlights that schools and communities benefit from the diverse wisdom, knowledge, and experiences of English Language Learners and communities.
4. All students/learners will experience opportunities for learning through equitable distribution of support and resources (financial, material, and professional development).
5. District school improvement plans will incorporate the district literacy plan, ensuring access to effective literacy instruction and assessment for all learners.
6. The Plan calls for instruction that incorporates Universal Design for Learning (UDL) principles: provide multiple means of representation, provide multiple means of action and expression, and provide multiple means of engagement[1].
7. Rather than merely identifying interventions for struggling learners, teachers/leaders will learn to identify and implement the specific scaffolds and interventions necessary for struggling students to reach instruction and assessment targets.
8. Students will have equal access to and will use technology to support acquisition of necessary literacies demanded in the 21st century workforce and citizenship.
9. The Plan promotes strategies for all literacy learners so that all students are college and career ready.

Current Michigan Literacy Programs

For all current Michigan literacy programs, please refer to Action Step 3, Resources to support Plan Development.

[13] Snow, 2008
[14] See Appendix 4 and Appendix 8
[15] See UDL in Section V and in Appendix 5

OVERVIEW of the Michigan Statewide Comprehensive Literacy Plan

Literacy for Learning, Literacy for Life, Literacy for All

State Literacy Team, MiLit Plan Mission, Goals, and Action Steps

In May 2010, the Michigan Department of Education (MDE) convened a group of 50 literacy experts from across the state to begin the work of developing the Michigan Statewide Comprehensive Literacy Plan (MiLit Plan). The State Literacy Team (Team) includes 86 shareholders representing K-12 education, public libraries, higher education, early childhood education, English language learners, students with disabilities, community and nonprofit organizations, as well as the multiple geographic regions across the state. The Team will work cooperatively to oversee the implementation of the MiLit Plan through the establishment of MiLit Regional Teams and the MiLit Network website (See Section V). The Team's work will be guided by the Plan's mission, goals, and action steps. The Plan will be implemented over a five-year period beginning in September 2011, and with full implementation scheduled for 2016.

The MiLit Plan Mission: A two-fold approach for continuous improvement

1. **Provide access for all students to enter kindergarten and remain on-track to achieve college and career readiness (CCR) standards in literacy by the completion of the 12th grade.**

Birth to Kindergarten

- Provide opportunities for all children to experience many learning environments, including supports from home, early childhood programs, and community and library settings, as necessary to maximize literacy development.

Kindergarten to 12th Grade

- Provide support for effective core instruction for all students.
- Provide early, appropriate, and continuing as needed interventions for all students not meeting CCR benchmarks at any level of schooling.
- Significantly decrease all existing literacy achievement gaps by 2016[16].
- Prevent future literacy achievement gaps by providing early, appropriate and continuing intervention and support as needed for all students at any level of schooling.

2. **Provide all learners with the necessary supports from educational and regional communities to maximize continued literacy development for citizenship and successful careers. Provide parents and community organizations access to necessary supports for their children's and citizen's continued literacy development.**

[16] See Appendix 6

The MiLit Plan 5 Goals

The Plan goals include and expand upon Governor Richard Snyder's Michigan Dashboard Metrics[17] and reflect key transitions in the birth to career continuum.

Goal 1 All students will enter kindergarten ready for literacy instruction in the CCSS, as determined by district literacy assessment.

Goal 2 All students will meet or exceed grade level literacy benchmarks at all levels, as determined by district formative and summative assessment and state assessment.

Goal 3 All students will graduate from high school ready for college and career, as defined by ACT scores.

Goal 4 All students will receive effective instruction and timely, appropriate, and ongoing interventions to accelerate literacy achievement.

Goal 5 Adults who participate in literacy education programs will be prepared for college and career as defined by district or regional assessment.

The MiLit Plan of Action: 3 Action Steps

Action Step 1: Promote high standards for literacy instruction and assessment for all learners[18].

- Develop literacy plans with highly effective core content-area literacy instruction and multi-tiered instructional supports based on state standards and guidelines:
  - Michigan's Early Childhood Standards of Quality for Infant and Toddler Care Programs
  - Early Childhood Standards of Quality for Prekindergarten
  - Common Core State Standards for English Language Arts and Literacy in History/ Social Studies, Science, and Technical Subjects
  - English Language Proficiency Standards
  - Teacher Preparation Standards, including standards for Reading Professionals
  - Information Literacy Standards
  - Guidelines for quality adult education and family literacy programs
- Utilize a system of data collection, evaluation, and program accountability, including assessments to inform instruction.
- Measure progress in early, adolescent, and adult literacy at the school, district, and state levels.

[17] Access Dashboard at http://michigan.gov/midashboard/0,1607,7-256-57810-249494--,00.html

[18] See Appendix 7 for links to state standards documents

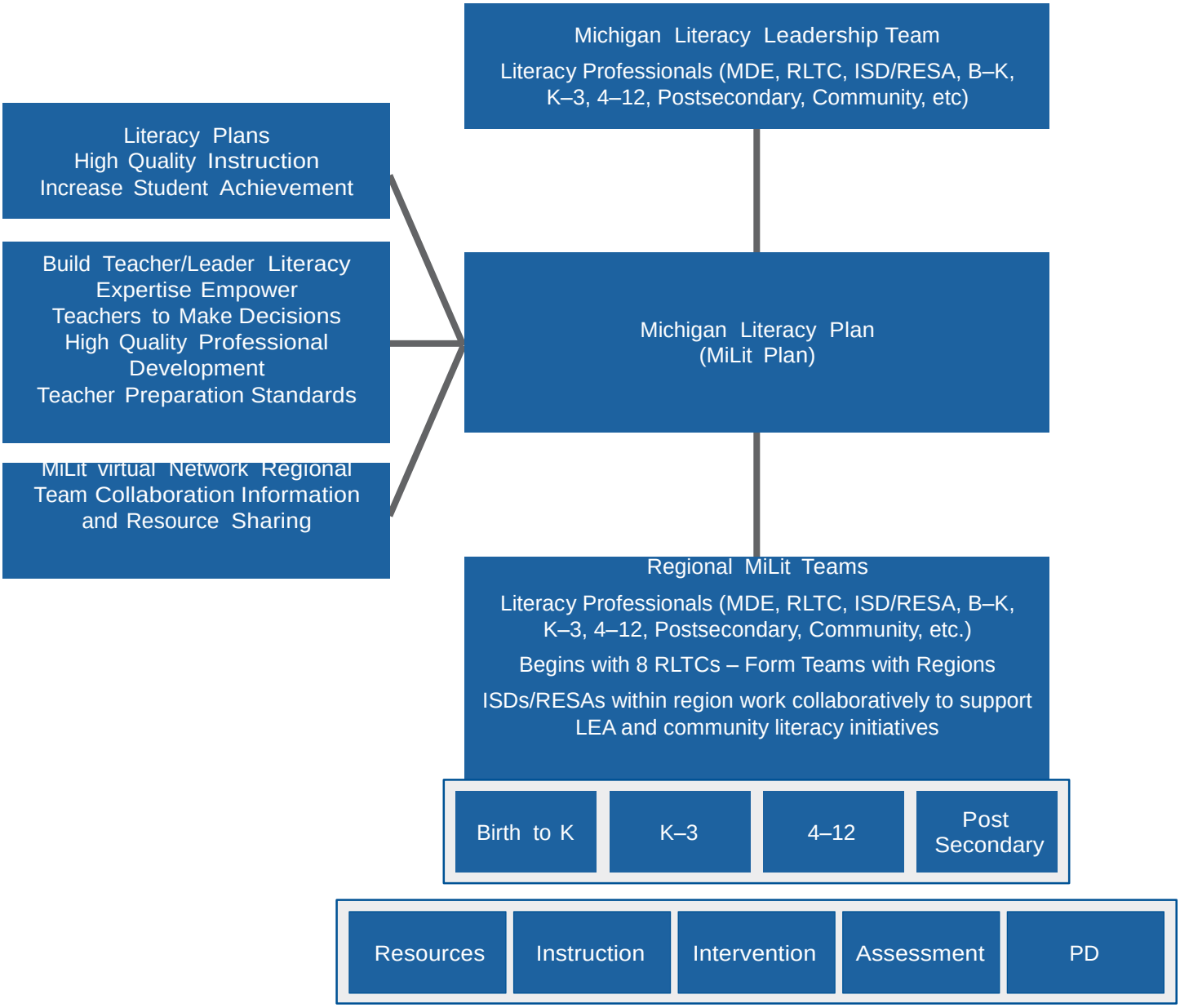
Action Step 2: Build teacher and literacy leader expertise.

- Provide teachers and literacy leaders with appropriate professional development in order to make decisions based on meaningful assessment of learners' strengths and needs.
- Provide high quality professional development opportunities through a comprehensive literacy learning plan that allows for individualization of programs at the local level within a tiered instructional framework. Teachers and literacy leaders will have access to systematic, sustained, high-quality, job-embedded professional development, including professional development in the use of interventions, supports and scaffolds for struggling readers.
- Review (and revise as necessary and appropriate) teacher preparation program standards to better prepare teachers to provide instruction for meeting state literacy and technology standards; revise standards for reading teachers and reading specialists (BR and BT standards) to align with the IRA Standards for Reading Professionals.
- Develop and provide learning opportunities and resources for public libraries and community literacy groups in the areas of family literacy, emergent literacy, English language learners, students with disabilities, and adult literacy.

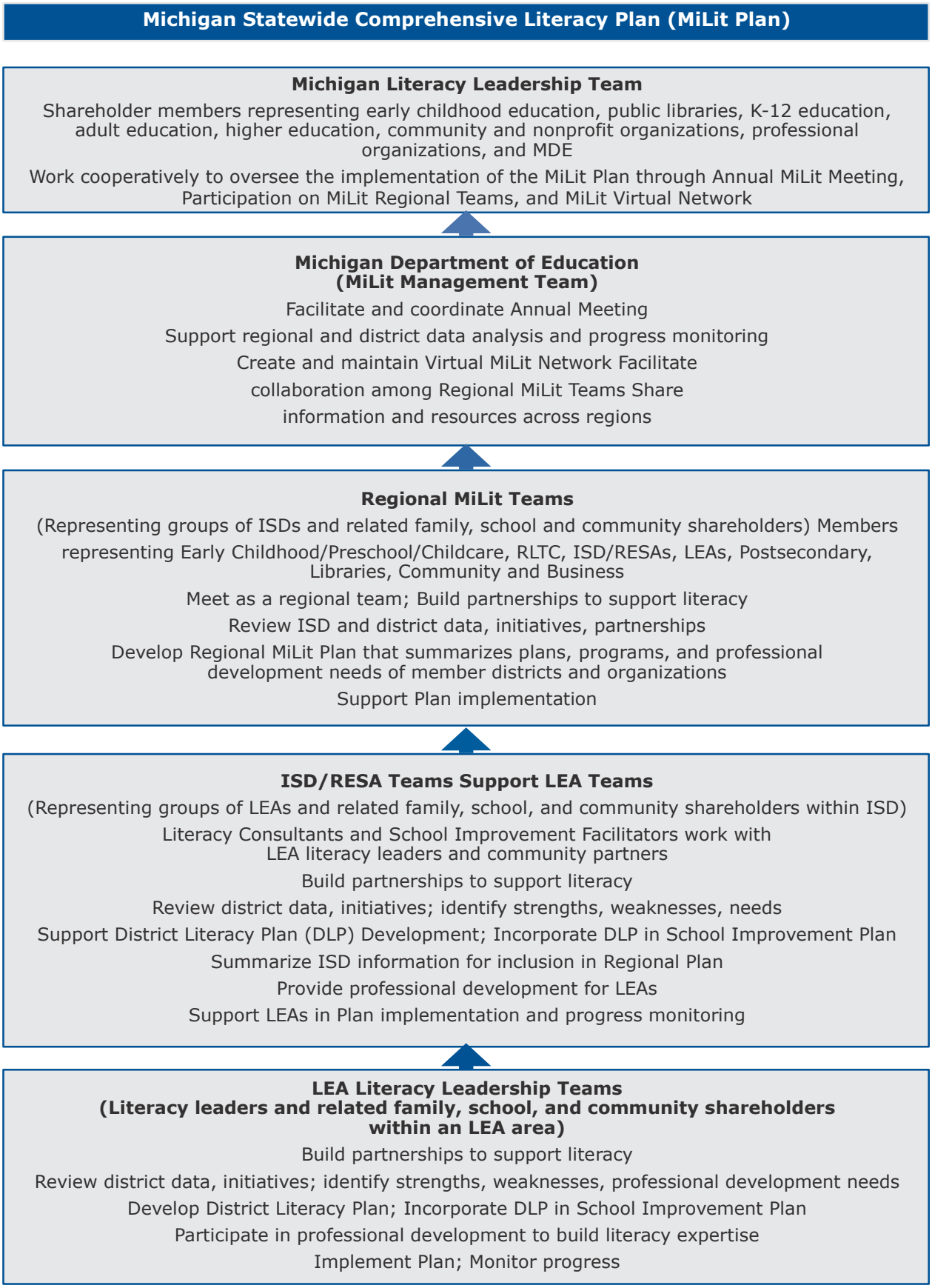
Action Step 3: Support MiLit Regional Teams in improving and sustaining literacy achievement by establishing a Working Network of Literacy Shareholders through the virtual MiLit Network.

- Identify Regional MiLit Teams.
- Define shareholder roles and responsibilities.
- Develop Regional MiLit Plans.
- Create MiLit virtual Network to support regional and state Plan implementation.

Overview of the Michigan Comprehensive Literacy Plan



MiLit Plan Organization Chart



Shareholder Responsibilities by Action Step *

	MDE/SBE (SEA)	Regional Team, RLTC, ISD Collaboration	District / School (PK-12, Adult Ed)	Higher Education	Community (Family and Community Programs, Business)	Legislature SBE
1. Promote high standards for literacy instruction and assessment for all learners.						
• Develop literacy plans with highly effective core literacy instruction and multi-tiered instructional supports based on standards. • Utilize a system of data collection, evaluation, and program accountability, including assessments to inform instruction. • Measure progress in early, adolescent, and adult literacy at the school, district, and state levels.						
Literacy Plans	Tech Support Examples	Create Regional Plans. Support districts in developing literacy plans.	Create District Literacy Plan (DLP). Incorporate DLP in School Improvement Plan.	Participate in development of regional plans.	Participate in development of school, district, and regional plans; in school improvement process.	Adopt policies that fully support and fund a comprehensive literacy plan for Michigan.
Standards	Develop and disseminate information about standards. Provide guidance for CCSS implementation. Set policy and procedure.	Provide leadership and support for CCSS implementation.	Align literacy instruction with CCSS.	Embed in teacher preparation courses, knowledge and application of CCSS. Align pre-service and professional development programs with state standards.	Align literacy instruction with standards and policy recommendations NAEYC, IRA,NCTE, ___)	
Instruction	Offer resources and guidance for teaching and learning to support effective instruction. (e.g., Teaching for Learning Framework)	Provide leadership and support for research-based instructional practices. Offer resources and guidance for teaching and learning to support effective instruction (e.g., Mission Possible Adolescent Literacy Site)	Adopt research-based instructional practices to support meeting CCSS.	Develop literacy experts and leaders through preservice and inservice programs. Conduct literacy research and disseminate findings; identify, evaluate, and recommend evidence-based instructional practices.	Support community literacy development. Provide programs and resources to support literacy development.	

	MDE/SBE (SEA)	Regional Team, RLTC, ISD Collaboration	District / School (PK-12, Adult Ed)	Higher Education	Community (Family and Community Programs, Business)	Legislature SBE
1. Promote high standards for literacy instruction and assessment for all learners. (Continued)						
Assessment	Provide longitudinal data systems to support data driven decision making. Support screening, diagnostic, and progress monitoring literacy assessment. Use data to identify areas of need, evaluate impact of literacy initiatives. Support assessment literacy as a component of the comprehensive literacy plan.	Support development of district local assessment plans. Provide districts and schools with data systems and tools to implement literacy programs and supports.	Design and use formative and summative local assessments to inform instruction. Link information about instruction and intervention services to their outcomes. Provide timely evaluation data to inform decisions.	Provide support for assessment literacy and for development of systems for assessing literacy development.	Share community assessment data with shareholders.	
Intervention Based on Assessment	Support RtI Framework development.	Mission Possible Site	Use assessment data to plan group/ individual instruction.			
Progress Monitoring	Support regional data warehouse system for collecting data.		Monitor progress in accelerating literacy development of struggling students. development of struggling students.			
2. Build teacher and literacy leader expertise.						
• Identify Regional MiLit Teams. • Define shareholder roles and responsibilities. • Develop Regional MiLit Plans. • Create Mi Lit Virtual Network to support Plan implementation.						
Literacy Expertise		Provide PD in literacy assessment and data analysis	District leaders	Develop literacy experts/leaders through preservice and inservice programs.	Develop resources for PD in family, emergent, and adult literacy for public library and other community literacy groups.	

	MDE/SBE (SEA)	Regional Team, RLTC, ISD Collaboration	District / School (PK-12, Adult Ed)	Higher Education	Community (Family and Community Programs, Business)	Legislature SBE
2. Build teacher and literacy leader expertise. (Continued)						
Quality Professional Development	Support Cross-Functional PD Team Initiative Work with ISD, professional organization, and higher ed partners to develop and provide high quality PD.	Plan and provide high-quality PD	Provide opportunities for ongoing, job-embedded PD Participate in PD offered by ISD/ Regional Team	Conduct literacy research and disseminate findings; identify, evaluate, and recommend evidence-based instructional practices.		
Teacher Preparation Standards	Develop, review, revise teacher preparation program standards; align standards for reading teachers/ specialists with IRA Standards,			Implement teacher preparation standards in pre-service programs.		
3. Support MiLit Regional Teams in improving and sustaining literacy achievement by establishing a working network of literacy shareholders through the virtual MiLit Network.						
• Identify Regional MiLit Teams. • Define shareholder roles and responsibilities. • Develop Regional MiLit Plans. • Create Mi Lit Virtual Network to support Plan implementation.						
MiLit Team	Host annual MiLit Meeting.	Participate in state and regional meetings.	Participate in regional and local meetings.	Participate in state and regional meetings.	Participate in state, regional, local meetings.	Support MiLit Network and Plan
Shareholders	MDE, MiLit Management Team	RLTC, ISD, RESA	LEAs, K-12, Pre-K		Public Libraries, Preschools, Childcare Providers, Business Leaders (Philanthropists)	Governor Legislators SBE
Network	Create virtual network to provide resources and connect regional teams.	Utilize network for collaboration and as a resource..	Utilize network for sharing literacy plans and results.	Contribute resources and communicate with team members.	Utilize network resources.. Participate in regional discussion forums.	Support MiLit Network and Plan

*See Appendix 3 for additional information regarding shareholder roles.

ACTION STEP 1: Promote High Standards of Literacy Instruction and Assessment for All Learners

Literacy Plans: Leadership and Collaboration

To meet the individual literacy needs of Michigan learners, all shareholders must identify and accept their roles in literacy development and in systems of support. In preschool and childcare programs, teachers and literacy leaders develop literacy plans to ensure that all students enter kindergarten prepared to participate in literacy learning based on the CCSS. Within the K-12 system, literacy development is addressed as a key component of the continuous school improvement process. Districts must develop district literacy plans (DLP) that outline and describe highly effective literacy instruction based on state standards and guidelines, assessments to inform instruction, multi-tiered instructional supports and interventions, for each grade and content area. The plans must focus on instruction for all students including English language learners, students with disabilities, and emerging and advanced literacy learners. Support for continued literacy development must be incorporated in postsecondary and adult education programs as well. All students deserve to receive high-quality instruction and appropriate assessments, and evidence-based practices and interventions as part of their learning experience. Effective core instruction should include ongoing formative assessment that allows for timely and appropriate intervention to prevent or close achievement gaps.[19]

The Common Core State Standards (CCSS) for K-12

Michigan has adopted the Common Core State Standards that define key features of literacy and provide a comprehension framework in a four-strand organization: reading, writing, speaking and listening, and language. The CCSS clearly articulate a K-12 progression to college and career readiness that relies heavily on defining text complexity, a wide range and volume of reading and writing, developing deep comprehension and critical response to both literature and informational (literacy nonfiction and expository) text, a strong emphasis on argument writing beginning with forming and writing opinions in the earliest grades, and academic vocabulary and language. For grades 6-12, the CCSS define student and teacher responsibilities for literacy development in the English language arts, history and social studies, science, and technical subjects.

The special emphasis on text complexity in the CCSS aligns well with the ACT Characteristics of Complex Text adopted as a part of the Michigan Merit Curriculum Unit Framework for designing high school units of instruction.[20] Michigan districts are reviewing current instructional and assessment practices and written curriculum and assessments and data to identify where teachers and students are already addressing and meeting CCSS, and where additional planning and professional development will be necessary. They have many resources to aid in this analysis. MDE introduced the CCSS in regional professional development sessions, has produced crosswalk documents indicating the alignment of Michigan's Grade Level and High School Content Expectations (GLCE and HSCE) and Michigan Merit Curriculum (MMC) requirements with the CCSS (College and

[19] See Appendix 2 for DLP resources and assessment templates.

[20] *See Reading Between the Lines: What the ACT Reveals about College Readiness in Reading,* Appendix 8.

Career Ready anchor standards as well as K-12 grade-specific standards). MDE and ISD/RESA partners have developed analysis tools for better understanding the organization and structure of the standards and how the standards reflect and support the work already being done in K-3 and adolescent literacy initiatives.

Districts will develop and update District Literacy Plans (DLP) to focus on meeting the CCSS and to identify areas of need for additional professional development.[21]

An overview of the CCSS organization and areas of focus is provided in the Common Core State Standards Organization and Focus table.

A more detailed version is included in Appendix 4.

[21] See Appendix 2 for DLP resources.

Common Core State Standards Organization and Focus*

CCSS for K-12 ELA and Literacy in History/Social Studies, Science, and Technical Subjects	
CCSS Foundational Skills (K-5)	
Print Concepts (K-1)	Develop awareness and understanding of the organization and basic features of print. Not appropriate after first grade
Phonological Awareness (K-1)	Instruct students who need it, in awareness of the sound units of speech (spoken words, syllables, and sounds (phonemes)). Limited to K-1 and ELL.
Phonics and Word Recognition (K-5)	Systematically teach students to apply grade level phonics and word analysis skills in decoding words in a way that is integrated and focused on comprehension.
Fluency (K-5) Accuracy, Rate, Prosody	Fluency is the critical link to comprehension. Fluency should be viewed as phrasing to convey meaning. Provide students with models of fluent reading, assisted reading, and motivated repeated readings (e.g., poems, performances, readers' theater) to support students in reading with sufficient accuracy and fluency to support comprehension.
Reading Standards (Reading for Literature; Reading for Informational Text)	
• Key Ideas and Details • Craft and Structure • Integration of Knowledge and Ideas • Range of Reading and Level of Text Complexity	**K-5 Literacy Across Content Areas** Scaffold the use of multiple forms of comprehension instruction including discussion of read-alouds, with a broad range of high-quality, increasingly challenging literary and informational texts in multiple genres; focus on developing world knowledge. **6-12 Specific Standards for ELA, History/Social Studies, Science, Technical Subjects** Focus on content-area specific reading; explicit instruction in discourse structures, word use, and grammar needed for math, science, social studies, and English language arts. Students summarize, analyze, and respond critically to increasing levels of complex works of exceptional craft and thought whose range extends across genres, cultures, and centuries.
Writing Standards	
• Text Types and Purposes • Production and Distribution of Writing • Research to Build and Present Knowledge • Range of Writing	**K-5 Writing Across Content Areas** Writing reinforces spelling, vocabulary, comprehension, and world knowledge. Engage students in actively writing in a rich literacy program with increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and addressing increasingly demanding content and sources. **6-12 Specific Standards for ELA and for Writing in History, Social Studies, and Science** Use writing to communicate, organize thinking, respond to readings, deepen comprehension, and to practice academic language. Develop writing as a key means of asserting and defending claims, demonstrating content knowledge, and conveying experiences (real, imagined, thought, or felt).
Speaking and Listening Standards	
• Comprehension and Collaboration • Presentation of Knowledge and Ideas	**K-3 Speaking and Listening** Develop oral language as a goal in its own right; use as mechanism for developing comprehension to be applied to literate contexts. **K-12 Speaking and Listening** Promote conversation to compare, contrast, analyze, and synthesize ideas; to evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric; and to present information and findings.
Language Standards	
• Conventions of Standard English • Knowledge of Language (Oral Language) • Vocabulary Acquisition and Use	**K-3 Language** Develop oral language as a goal in its own right; use as mechanism for developing comprehension to be applied to literate contexts. Encourage active use of newly taught words through read-alouds and discussions. Require systematic, daily, tiered instruction linked to spelling, writing, and concept development. **4-12 Language** Continue to develop oral language and develop performance (academic talk, discourse skills) and use of discussion to communicate, organize thinking, respond to readings, and deepen comprehension. Expand vocabulary instruction to focus on academic, technical, and domain-specific vocabulary, polysemy, etymology, and morphological analysis; develop an understanding of figurative language, word relationships, and nuances in word meanings.

[22] NAEYC, 2009

Birth to Kindergarten

> What happens to children in their first three years of life shapes every year thereafter. It is the period of the most rapid growth and development and the period in which having the most responsive care giving from family members and other caregivers is critical to the development of well-being, trusting relationships, and a growing knowledge about their world, (Michigan State Board of Education, 2006).

Literacy development must begin at birth, extend beyond the primary grades, and continue through and beyond high school. From the health of a child in the womb to the first learning environment at home, many factors influence a child's physical and emotional readiness to learn. Through messaging and networking, shareholders can work together to reach families and influence the factors that affect children early on to improve conditions for optimal development. The decision makers from the early childhood perspective are parents, identified childcare providers, as well as certified teachers who facilitate instruction in a variety of learning environments during the early childhood years (birth to age 8). Parenting programs provide support and education for those who choose to attend. When children are placed in licensed childcare and pre-schools or meet the requirements for and participate in Head Start and Early Head Start programs, more direct influences can be made. The MiLit Plan promotes information sharing with parents, policy makers, and other shareholders regarding early childhood learning and literacy opportunities and issues. The Plan supports the creation of "an integrated, well-financed system of early care and education that has the capacity to support learning and development in all children, including children living in poverty, children whose home language is not English, and children with disabilities"[22]. By providing for greater communication and collaboration, the Plan provides an avenue for repairing the fragmented system for educating children from birth through page 8.

The Plan is based on early childhood programs meeting Michigan's Early Childhood Standards of Quality[23] as well as meeting quality indicators for non-parental care, regulated care, and care provided by aides and family members. The Plan supports the recommendations of the joint position statement on early childhood curriculum, child assessment, and program evaluation from the National Association for the Education of Young Children (NAEYC) and the National Association of Early Childhood Specialists in State Departments of Education (NAECS/SDE)[24]. It recognizes that basic needs of the family must be met for children, students, and adults to access and participate in literacy activities and experiences.

The MiLit Plan supports the recommendations made in Learning to Read and Write: Developmentally Appropriate Practices for Young Children[25], a position statement of the International Reading Association and the National Association for the Education of Young Children. These include but are not limited to

- Positive, nurturing relationships with adults who engage in responsive conversations with individual children, model reading and writing behavior, and foster children's interest in and enjoyment of reading and writing
- Print-rich environments that provide opportunities and tools for children to see and use written language for a variety of purposes, with teachers drawing children's attention to specific letters and words

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[23] See Appendix 7 for Prekindergarten, March 2005; Infant and Toddler Programs, December 2006

[24] *http://www.naeyc.org/files/naeyc/file/positions/StandCurrAss.pdf*

[25] *Learning to Read and Write: Developmentally Appropriate Practices for Young Children* http://www.naeyc.org/files/naeyc/file/positions/PSREAD98.PDF

[26] Burns, 1999

- Adults' daily reading of high-quality books to individual children or small groups, including books that positively reflect children's identity, home language, and culture
- Opportunities for children to talk about what is read and to focus on the sounds and parts of language as well as the meaning
- Teaching strategies and experiences that develop phonemic awareness, such as songs, fingerplays, games, poems, and stories in which phonemic patterns such as rhyme and alliteration are salient
- Opportunities to engage in play that incorporates literacy tools, such as writing grocery lists in dramatic play, making signs in block building, and using icons and words in exploring a computer game
- Firsthand experiences that expand children's vocabulary, such as trips in the community and exposure to various tools, objects, and materials

In *Starting Out Right: A Guide to Promoting Children's Reading Success*[26], the National Research Council outlines key aspects of Language and Literacy Activities for Very Young Children: activities that can be woven into daily home and preschool life. These include activities to

- Extend vocabulary and language development; labeling games, talk time, questions to elicit connections with texts read
- Develop phonological awareness; songs, rhyming games, language play, and nursery rhymes; talk about words and sounds
- Develop speech discrimination; "show me" games, pointing to picture representing spoken word,
- Provide a knowledge of narrative; simple story elements, following simple sequences and spoken directions; reading stories, oral storytelling, pretend storytelling
- Develop book and print awareness; provide print-rich environments (high quality books, writing materials, alphabet blocks or refrigerator magnets); label items
- Learn the functions of print; make connections between print sources and content descriptions; model note-taking
- Develop concepts of print; explain how print works (read titles and names on covers); point out built in stops in print
- Develop letter and early word recognition; find initial letter of own names, learn letter songs
- Comprehension; listen to audio recordings of a book on tape, then draw a picture of favorite part of the story; while reading aloud, ask questions to help children think about vocabulary words, plot, or something about the character
- View literacy as a sources of enjoyment; create fun literacy activities, offer choice of books for read aloud, make connections between videos and books

Instruction, Assessment, and Intervention to Meet the CCSS

In order to provide supports for all students to achieve literacy proficiency as defined by the Common Core State Standards

- All teachers (including special education teachers) will be well prepared to provide highly effective literacy instruction for all students (pre-service training and professional development)

- Administrators at all levels will be adequately prepared to provide leadership and support for effective literacy instruction for all students
- All students will receive core literacy instruction in all content areas with differentiation to meet the individual needs of all students (including ELL students and students with disabilities)
- Sufficient funding will be provided to maintain appropriate class size, up to date research based materials, and highly trained reading/literacy support personnel.
- School personnel will engage families and the community as partners in building student literacy.
- School-wide Response to Intervention Programs will incorporate the following elements:
    - Core literacy instruction with differentiation (tiered core instruction)
    - A variety of assessments including screening, diagnostic, and progress-monitoring (ongoing formative and summative assessments to monitor program effectiveness); assessment will authentically measure student learning and will be integrated throughout the learning process (See assessment models in Appendix 2.)
    - Appropriate assessments for ELL student language and literacy development (e.g., Woodcock Munoz for ELL stages of language development)
    - Early Intervention
    - Multi-tiered model of research-based intervention
    - Collaborative problem solving
    - Data-based decision making
    - Collaboration between general and special education

The MiLit Plan promotes collaboration among elementary, middle, and high schools to strengthen literacy across the curriculum to meet Common Core State Standards. It promotes the formation of literacy leadership teams and the development of building and district literacy plans for meeting the literacy needs of all students. The Plan articulates to all shareholders clear instructional expectations to ensure critical literacy development. Beyond specific content knowledge and skills, the Plan includes guidance for motivation, goal setting, the development of meta-cognitive skills, effective communication, and ongoing literacy development as described in the recommendations that follow.

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[27] Snow, 1998, p. 3-4 Download pdf of Executive Summary http://www.nap.edu/catalog/6023.html

[28] *Effective reading instruction is built on a foundation that recognizes that reading ability is determined by multiple factors: many factors that correlate with reading fail to explain it; many experiences contribute to reading development without being prerequisite to it; and although there are many prerequisites, none by itself is considered sufficient.*

Adequate initial reading instruction requires that children:

- *use reading to obtain meaning from print*
- *have frequent and intensive opportunities to read*
- *be exposed to frequent, regular spelling-sound relationships*
- *learn about the nature of the alphabetic writing system*
- *understand the structure of spoken words*

Adequate progress in learning to read English (or any alphabetic language) beyond the initial level depends on:

- *having a working understanding of how sounds are represented alphabetically*
- *sufficient practice in reading to achieve fluency with different kinds of texts*
- *sufficient background knowledge and vocabulary to render written texts meaningful and interesting*
- *control over procedures for monitoring comprehension and repairing misunderstandings*

Early Literacy: Kindergarten through Third Grade

Reading Foundations and Reading Comprehension

Disruptions to early childhood development increase the possibility of reading delays. Many of the problems that adolescent and adult readers face could be prevented, avoided, and resolved in the early childhood years. Michigan's shareholders must become acutely aware of the measures that can be made at the primary grade levels to close and prevent further achievement gaps.

In the report *Preventing Reading Difficulties in Young Children*, Snow, et al[27], provide guidance for conceptualizing reading and reading instruction and recommend the following reading accomplishments: the alphabetic principle, reading sight words, reading words by mapping speech sounds to parts of words, achieving fluency, and comprehension. Learners should experience explicit instruction in a range of comprehension competencies, as well as opportunities for reading a variety of interesting and appropriate texts[28].

Effective reading instruction requires coordinating and integrating the teaching of word-identification skills, comprehension, spelling, and writing, and oral language development. To do this, primary-level teachers need extensive knowledge and skills for teaching children to read. Schools of education must provide prospective teachers with adequate preparation for meeting the diverse needs of students.

For early readers, strong comprehension skills are central for academic and professional success and ultimately for a productive social and civic life. Comprehension skills allow learners to learn independently, absorb information on varying topics, enjoy reading, and experience literature on a deeper level. The development of comprehension skills is the focus of the reading strand of the Common Core State Standards. The panel of experts that developed the IES Improving Reading Comprehension in Kindergarten Through 3rd Grade Practice Guide defines comprehension as "the process of simultaneously extracting and constructing meaning through interaction and involvement with written language." The report provides five recommendations for improving reading comprehension for kindergarten through grade 3 and provides strategies for implementing the recommendations.

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[29] http://ies.ed.gov/ncee/wwc/pdf/practiceguides/readingcomp_pg_092810.pdf
See Appendix 8 for complete IES recommendations.

[30] The K-5 CCSS call for students to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year (2010).

[31] Once children learn to write letters, they should be encouraged to write them, use them to begin writing words or parts of words, and to use words to begin writing sentences. Instruction should be designed with the understanding that the use of invented spelling is not in conflict with teaching correct spelling. Beginning writing with inventive spelling can be helpful for developing understanding of phoneme identity, phoneme segmentation, and sound-spelling relationships. Conventionally correct spelling should be developed through focused instruction and practice. Primary grade children should be expected to spell previously studied words and spelling patterns correctly in their final writing products. Writing should take place on a daily basis to encourage children to become more comfortable and familiar with it (Snow, 1998).

IES Practice Guide

Improving Reading Comprehension in Kindergarten through 3rd Grade[29]

Recommendation 1
Teach students how to use reading comprehension strategies.

Recommendation 2
Teach students to identify and use the text's organizational structure to comprehend, learn, and remember content.

Recommendation 3
Guide students through focused, high-quality discussion on the meaning of text.

Recommendation 4
Select texts purposefully to support comprehension development.

Recommendation 5
Establish an engaging and motivating context in which to teach reading comprehension.

Writing (CCSS K-5)[30]

The CCSS call for students to be actively writing in a rich literacy program with increasing sophistication in all aspects of language use, from vocabulary to syntax to the development and organization of ideas, and addressing increasingly demanding content and sources.

Writing reinforces spelling, vocabulary, comprehension, and world knowledge. In *Preventing Reading Difficulties in Young Children*, Snow, et al, provide writing recommendations for kindergarten through third grade.[31]" In a recent synthesis of research on early writing instruction, "Writing First: Preparing the Teachers of Our Youngest Writers," Roberts and Wibbens identified three practices for teaching writing in the primary grades that are well supported by research. These include collaborative writing – students working side by side with others, both peers and teachers to create or revise writing; strategy instruction – any instructional practice designed to teach specific strategies for planning, writing, and/or revising text, as well as strategies for self-regulation; and instruction in process writing. The report describes learning as occurring in a social context in which students and teachers collaborate in peer groups and classroom communities[32].

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[32] Teachers who regularly read their students' writing and discuss it with them are in a much better position to select appropriate strategies for whole-group, small-group, or individual instruction than teachers who are less familiar with their students' current writing habits or patterns. …The complex nature of writing lends to a recursive process approach in which students are motivated to develop their own ideas and to develop those ideas into coherent text while building a "writing vocabulary" within a community of authors (Roberts and Wibbens, 2010).

[33] CCSS Appendix A, 2010

If literacy levels are to improve, the aims of the English language arts classroom, especially in the earliest grades, must include oral language in a purposeful, systematic way, in part because it helps students master the printed word. Besides having intrinsic value as modes of communication, listening and speaking are necessary prerequisites of reading and writing (Fromkin, Rodman, & Hyams, 2006; Hulit, Howard, & Fahey, 2010; Pence & Justice, 2007; Stuart, Wright, Grigor, & Howey, 2002). The interrelationship between oral and written language is illustrated in the table below, using the distinction linguists make between receptive language (language that is heard, processed, and understood by an individual) and expressive language (language that is generated and produced by an individual).

[34] Catts, Adolf, & Weismer, 2006; Hart & Risley, 1995; Hoover & Gough, 1990: Snow, Burns, & Griffin, 1998

In *Guided Reading: Good First Teaching for All Children*, Fountas and Pinnell describe research supporting four kinds of writing with decreasing levels of teacher support: "shared writing – teacher and children work together to compose messages and stories; teacher supports process as scribe; interactive writing – teachers and children compose messages and stories that are written using a "shared pen" technique that involves children in the writing; guided writing or writing workshop – children engage in writing a variety of texts; teacher guides the process and provides instruction through mini-lessons and conferences; and independent writing – children write their own pieces, including (in addition to stories and informational pieces) retellings, labeling, speech balloons, lists, etc." (1996).

The Special Role of Speaking and Listening (CCSS K-5)[33] Receptive Language, Expressive Language

	Receptive Language	Expressive Language
Oral Language	**Listening**	**Speaking**
Written Language	**Reading** Decoding + Comprehension	**Writing** Handwriting, Spelling, Written Composition

Oral language development precedes and is the foundation for written language development; in other words, oral language is primary and written language builds on it. Children's oral language competence is strongly predictive of their facility in learning to read and write: listening and speaking vocabulary and even mastery of syntax set boundaries as to what children can read and understand no matter how well they can decode[34].

For children in preschool and the early grades, receptive and expressive abilities do not develop simultaneously or at the same pace: receptive language generally precedes expressive language. Children need to be able to understand words before they can produce and use them.

Oral language is particularly important for the youngest students. Hart and Risley (1995), who studied young children in the context of their early family life and then at school, found that the total number of words children had heard as preschoolers predicted how many words they understood and how fast they could learn new words in kindergarten. Preschoolers who had heard more words had larger vocabularies once in kindergarten. Furthermore, when the students were in grade 3, their early language competence from the preschool years still accurately predicted their language and reading comprehension. The preschoolers who had heard more words, and subsequently had learned more words orally, were better readers. In short, early language advantage persists and manifests itself in higher levels of literacy. A meta-analysis by Sticht and James (1984) indicates that the importance of oral language extends well beyond the earliest grades. Sticht and James found evidence strongly suggesting that children's listening comprehension outpaces reading comprehension until the middle school years (grades 6–8).

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[35] CCSS Appendix A, 2010

The CCSS call for students to "have ample opportunities to take part in a variety of rich, structured conversations – as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains. New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication."

[36] Bus, Van Ijzendoorn, & Pellegrini, 1995; Feitelstein, Goldstein, Iraqui, & Share, 1993; Feitelstein, Kita, & Goldstein, 1986; Whitehurst et al., 1988

The research strongly suggests that the English language arts classroom should explicitly address the link between oral and written language, exploiting the influence of oral language on a child's later ability to read by allocating instructional time to building children's listening skills, as called for in the Standards. The early grades should not focus on decoding alone, nor should the later grades pay attention only to building reading comprehension. Time should be devoted to reading fiction and content-rich selections aloud to young children, just as it is to providing those same children with the skills they will need to decode and encode.

This focus on oral language is of greatest importance for the children most at risk: children for whom English is a second language and children who have not been exposed at home to the kind of language found in written texts (Dickinson & Smith, 1994). Ensuring that all children in the United States have access to an excellent education requires that issues of oral language come to the forefront in elementary classrooms"[35]

Read-Alouds and the Reading-Speaking-Listening Link

Children in the early grades, particularly kindergarten through grade 3, benefit from participating in rich, structured conversations with an adult in response to written texts that are read aloud, orally comparing and contrasting as well as analyzing and synthesizing[36]. The Standards acknowledge the importance of this aural dimension of early learning by including a robust set of K–3 Speaking and Listening standards and by offering in Appendix B an extensive number of read-aloud text exemplars appropriate for K–1 and for grades 2–3.

It is particularly important that students in the earliest grades build knowledge through being read to as well as through reading, with the balance gradually shifting to reading independently. By reading a story or nonfiction selection aloud, teachers allow children to experience written language without the burden of decoding, granting them access to content that they may not be able to read and understand by themselves. Children are then free to focus their mental energy on the words and ideas presented in the text, and they will eventually be better prepared to tackle rich written content on their own[37].

Language (CCSS K-5)[38]

The CCSS provide a Language Skill Progression that includes reference to skills that will need to be re-taught and relearned as students progress through the grades.

Adolescent Literacy: Grades 4-12

> *"Adolescents entering the adult world in the 21st Century will read and write more than at any other time in human history. They will need advanced levels of literacy to perform their jobs, run their households, act as citizens, and conduct their personal lives. They will need literacy to cope with the flood of information they will find everywhere they turn. They will need literacy to feed their imaginations so they can create the world of the future. In a complex and sometimes even dangerous world, their ability to read will be crucial. Continual instruction beyond the early grades is needed."*
>
> —International Reading Association

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[37] CCSS Appendix A, 2010

[38] *According to CCSS, "students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have non-literal meanings, shadings of meaning, and relationships to other words; and expand their vocabulary in the course of studying content" (CCSS, 2010).*

[39] http://carnegie.org/publications/search-publications/pub/195/

As evidenced in the CCSS, literacy demands change and intensify quickly after third grade. Upper elementary and secondary students are expected to learn new words, new facts, and new ideas from reading, as well as to interpret, critique, and summarize the texts they read. These tasks, combining literacy skills and content knowledge require a high level of sophistication. *Time to Act: An Agenda for Advancing Adolescent Literacy for College and Career Success*[39] describes the changes students encounter as they progress from primary to secondary grades:

- Texts become longer; students need to develop reading stamina.
- Word complexity increases; students need to develop technical and all-purpose academic vocabularies, with increasing demands on word recognition, pronunciation, fluency, and meaning-making.
- Sentence complexity increases; students need to understand complex relationships among ideas signaled through connective words set in long and complicated sentences.
- Structural complexity increases; students need to recognize and use text structure to identify several logical relationships between ideas.
- Graphic representations become more important; students must synthesize information from graphs, charts, tables, illustrations, and equations, with written text to grasp the full meaning of content-area texts.
- Conceptual challenge increases; students must synthesize from one task to another and from one set of concepts to another, and also build logical relationships across multiple aspects of a given conceptual domain with the information they glean from texts.

The MiLit Plan addresses these new literacy demands, recognizing wide variation among adolescent students in literacy skills and knowledge. Students may be excellent readers of narrative, but perhaps challenged and or unmotivated by the content of science, math, or social studies texts. Many must contend not only with the normal challenges of adolescent development, but also with the additional challenges of acquiring English or coping with disabilities. The Mi Lit Plan acknowledges

- literacy development extends well beyond the primary grades
- instructional resources focused on literacy development in grades four through twelve are crucial
- assessing reading fluency and assigning reading practice to support students in reading and comprehending complex literary and informational texts independently and proficiently, is of utmost importance
- and while interventions for the most severely struggling readers should be delivered by teachers who specialize in reading, all content-area teachers need to promote literacy skills

The MiLit Plan supports research-based recommendations and strategies for meeting the increasing demands of the CCSS provided in the reports listed here and further described in Appendix 8.

[40] http://ies.ed.gov/ncee/wwc/pdf/practiceguides/adlit_pg_082608.pdf. See Appendix 8 for complete recommendations.

IES Practice Guide

Improving Adolescent Literacy: Effective Classroom and Intervention Practices[40]

This IES Practice Guide makes 5 recommendations for improving adolescent literacy and provides strategies for implementing the recommendations.

Recommendation 1
Provide explicit vocabulary instruction.

Recommendation 2
Provide direct and explicit comprehension strategy instruction.

Recommendation 3
Provide opportunities for extended discussion of text meaning and interpretation.

Recommendation 4
Increase student motivation and engagement in literacy learning.

Recommendation 5
Make available intensive individualized interventions for struggling readers that can be provided by qualified specialists.

Three recent Carnegie Corporation reports provide recommendations for increasing the rigor of adolescent literacy instruction.

- *Reading Next – A Vision for Action and Research in Middle and High School Literacy: A Report to the Carnegie Corporation of New York*[41] describes fifteen elements of effective adolescent literacy programs in two categories: instructional and infrastructure.
- *Writing Next: Effective Strategies to Improve Writing of Adolescents in Middle and High School*[42] emphasizes the need to integrate writing skill development into adolescent literacy instruction. The report details eleven key elements that can be combined in flexible ways to strengthen literacy development for middle and high school students.
- *Writing to Read: Evidence of How Writing Can Improve Reading*[43] builds on *Writing Next* by providing evidence for how writing can improve reading.

Adolescents and Literacy: Reading for the 21st Century[44] highlights four areas of importance for improving adolescent literacy: motivation and engagement, differentiated instruction based on careful assessment of literacy skills, meeting the additional challenges of ELL students, and sustained, imbedded professional learning for teachers.

Guidelines for Teaching Middle and High School Students to Read and Write Well: Six Features of Effective Instruction[45] describes six interrelated features of instruction that make a difference in student performance. The researchers found that higher performing schools exhibited all six characteristics and stressed that "although addressing one feature may bring about improved student performance, it is the integration of all the features that will effect the most improvement"[46].

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[41] http://www.all4ed.org/files/ReadingNext.pdf

[42] http://www.all4ed.org/files/WritingNext.pdf

[43] http://carnegie.org/fileadmin/Media/Publications/WritingToRead_01.pdf

[44] Kamil, Alliance for Excellent Education, 2003
http://www.all4ed.org/files/archive/publications/AdolescentsAndLiteracy.pdf

[45] Langer, National Research Center on Learning and Achievement, 2000
http://cela.albany.edu/publication/brochure/guidelines.pdf

[46] Langer, National Research Center on Learning and Achievement, 2000.
http://cela.albany.edu/publication/brochure/guidelines.pdf

- Students learn skills and knowledge in multiple lesson types.
- Teachers integrate test preparation into instruction rather than isolating teaching of standards content and test preparation skills.
- Teachers make connections across instruction, curriculum, and life.
- Students learn strategies for doing the work.
- Students are expected to be generative thinkers.
- Classrooms foster cognitive collaboration.

Intervention

Response to Instruction – Response to Intervention (RtI)

Michigan educators have developed an RtI Framework that guides school-wide Response to Intervention programs and plans. Framework components supported by the MiLit Plan include

- Core literacy instruction with differentiation (tiered core instruction)
- A variety of assessments including screening, diagnostic, and progress-monitoring (ongoing formative and summative assessments to monitor program effectiveness); assessment will authentically measure student learning and will be integrated throughout the learning process
- Appropriate assessments for ELL student language and literacy development
- Early Intervention
- Multi-tiered model of research-based intervention
- Collaborative problem solving
- Data-based decision making
- Collaboration between general and special education[47]

IES Practice Guide

Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades[48]

This guide offers specific recommendations to help educators identify students in need of intervention and implement evidence-based interventions to promote their reading achievement.

Recommendation 1
Screen all students for potential reading problems at the beginning of the year and again in the middle of the year. Regularly monitor the progress of students who are at elevated risk for developing reading disabilities.

Recommendation 2
Provide differentiated reading instruction for all students based on assessments of students' current reading levels (tier 1).

[47] MDE, 2011 RtI Framework; RtI Vision

[48] February 2009
http://ies.ed.gov/ncee/wwc/pdf/practiceguides/rti_reading_pg_021809.pdf
See Appendix 8 for full recommendations

Recommendation 3
Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening. Typically, these groups meet between three and five times a week for 20 to 40 minutes (tier 2).

Recommendation 4
Monitor the progress of tier 2 students at least once a month. Use these data to determine whether students still require intervention. For those students still making insufficient progress, school-wide teams should design a tier 3 intervention plan.

Recommendation 5
Provide intensive instruction on a daily basis that promotes the development of the various components of reading proficiency to students who show minimal progress after reasonable time in tier 2 small group instruction (tier 3).

ACTION STEP 2: Build Teacher and Literacy Leader Expertise.

Literacy Leaders and Personnel

To meet the literacy needs of Michigan, a rich compendium of professional learning opportunities, resources, and tools must be available so that all shareholders are prepared to deliver high-quality, differentiated literacy instruction. Administrators, principals, teachers, library media specialists, instructional coaches, professional support staff, child care providers, and parents must have access to materials and opportunities that continue to foster their skills as literacy leaders and agents of change. The MiLit Plan makes recommendations for developing professional learning opportunities, web resources through the establishment of the MiLit Network website, and initiatives that enhance literacy learning for all educators and shareholders.

Promoting Leadership and Collaboration

Michigan's Literacy Leadership Team includes policy makers, state and community partners, parents, and educators committed to working together to improve literacy achievement. The MiLit Plan calls for leaders at all levels to support the implementation of the Plan to promote the highest levels of literacy achievement for all learners. It articulates for all shareholders clear instructional expectations to ensure critical literacy development.

- Policy makers (legislators, State Board of Education members, MDE/LEA administrators) support the efforts of teachers and decision makers to improve literacy achievement for all Michigan learners. Policy makers will align policy with existing and ongoing research that identifies best practice (e.g., What Works Clearinghouse, IES Practice Guides, research reports), including data and evidence arrived at through consensus of stakeholders. Policy makers will provide financial support for high quality literacy resources and professional development.
- MDE uses the Michigan Literacy Plan to educate shareholders and the political leadership regarding the essential elements of literacy education and the resources required to develop and implement the highest quality literacy curriculum for Michigan's students.
- The Literacy Leadership Management Team and Regional Literacy Leaders organize literacy institutes for regional professional learning (train-the-trainer model).
- Each school district/building develops a cadre of literacy leaders (a cross-curricular, multi-grade team of educators – teachers, administrators, literacy specialists, coaches, library media specialists, etc.) and develops a literacy plan for the district/building that includes coordinating the literacy plan with other district plans, a system for measuring success, and for implementation and funding.
- Educational leaders are prepared to support and unquestionably lead the building team as they begin to think systematically about the teaching and learning of literacy. Districts should have a plan for hiring highly qualified literacy leaders (administrators, principals, curriculum directors, library media specialists, and teachers).
- District literacy leaders review and refine roles and responsibilities for literacy personnel including literacy coaches, existing licensed reading personnel, school and public library personnel, and paraprofessionals.

- Educators strive to form partnerships with professional and community (libraries, PTA, literacy councils, etc.) groups to improve their practice, with positive results for students. Educators will establish the importance of motivation and engagement in literacy across the curriculum. Educators provide training for parents to learn how to support their children's literacy development.

Quality Professional Development: Professional Learning and Resources

MiLit Plan: A Framework for Literacy Development

The MiLit Plan is a framework, not a program. No specific curriculum, materials or programs will be recommended over others, however links to current programs, recommended strategies, and program evaluations will be provided through the MiLit Network. The MiLit Plan calls on local districts to work together within ISD and Regional Teams to

- Support professional learning for teachers, literacy leaders, and caregivers within and across disciplines in relation to content and information literacy.
- Support the dissemination and implementation of local and regional literacy plans.
- Support resource management for early and adolescent literacy.
- Promote a literacy-rich school/learning environment, policies, and culture.
- Ensure that instruction is geared at the proficient and advanced proficient levels and engages all students in their learning, challenging all students to do proficient and advanced work.
- Provide a structured, student-centered approach with evidence-based literacy research strategies, techniques, and interventions. Incorporate use of technology for research, communication, and collaboration.
- Develop a cadre of caregivers and teachers who will return to their classes (respective learning environments) as literacy leaders and agents of change.
- Empower teachers/literacy leaders to make decisions based on meaningful assessment of learners' strengths and needs (careful analysis of student achievement).
- Provide high quality professional development opportunities through a comprehensive literacy learning plan that allows for individualization of programs at the local level within a tiered instructional framework. Teachers will have access to systematic, sustained, high-quality, job-embedded professional development, including professional development in the use of interventions and scaffolds for struggling readers. Provide time for learning and reflection.
- Create a series of professional development opportunities that can serve as a model of professional learning for early childhood, elementary, middle, and high school teachers.
- Develop and provide learning opportunities and resources for public libraries and community literacy groups in the areas of family literacy, emergent literacy, and adult literacy.

Caregivers and teachers will learn how to take students from where they are to where they need to be. Michigan fully intends to find financial support for implementing the MiLit Plan. Michigan is committed to finding a variety of funding sources as needed to train teachers and provide the professional development and technical assistance necessary to meet the literacy expectations of the CCSS. Districts may be asked to pay the costs associated with professional development and implementation from Title One funds or other district funds.

All Means All: Students with Disabilities (SWD)

In Michigan approximately 191,000 students ages 6-17 are receiving special education programs or services. Of these students, 75% or more fall within the normal range of cognitive development. Approximately 60% of all students with disabilities in Michigan are in general education settings for 80% or more of the school day. All students with disabilities must have access to and are expected to make progress in the general education curriculum and to meet grade level or extended grade level standards.

The Office of Special Education and Early Intervention Services collaborates with the other offices within the Michigan Department of Education to ensure that students with disabilities are educated to the greatest extent possible with their same age peers. It is expected that regional literacy plans explicitly include students with disabilities in general education literacy instruction, including all multi-tiered systems of instruction, assessment and interventions. Students with disabilities should, at a minimum, receive the same amount of literacy instruction as their peers. Regional plans must also include teachers of students with disabilities in professional development activities alongside their general education peers in learning how to implement the literacy curriculum and an understanding of differentiated instruction and scaffolding.

English Language Learners (ELL)

No Child Left Behind holds states accountable for teaching English language proficiency and academic content knowledge to English language learners. The ELL subgroup must demonstrate Adequate Yearly Progress (AYP). Although there is limited research on improving the quality of literacy instruction for English learners, studies suggest that specific instructional practices do produce significantly better academic outcomes with English learners. In a 2007 review of the research, Russell Gersten and team determined that all English learners must have intensive, interactive instruction in English language development. The IES Practice Guide provides five recommendations, integrated into a coherent and comprehensive approach for improving the reading achievement and English language development of English learners in the elementary grades.

IES Practice Guide
Effective Literacy and English Language Instruction for English Learners in the Elementary Grades[49]

Recommendation 1
Screen for reading problems and monitor progress.

Recommendation 2
Provide intensive small-group reading interventions.

Recommendation 3
Provide extensive and varied vocabulary instruction.

Recommendation 4
Develop academic English.

Recommendation 5
Schedule regular peer-assisted learning opportunities.

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[49] See Appendix 8 for full recommendations
[50] Short, 2006

Although the practice guide focuses on elementary grades only, acknowledging that "schools face very different issues in designing instruction for students who enter school when they are young, and who enter in grades 6 through 12 and often are making a transition to another language and another education system," it also stresses the importance of intensive, interactive English language development instruction for all English learners.

In the report *Double the Work: Challenges and Solutions to Acquiring Language and Academic Literacy for Adolescent English Language Learners*[50], The Center for Applied Linguists brought together a panel of researchers, policymakers, and practitioners to focus on academic literacy. The report suggested that six institutional challenges must be acknowledged for program and policy change. The MiLit Plan counters these challenges by

- Establishing common criteria for identifying ELLs and tracking their academic performance
- Identifying appropriate assessments
- Building educator capacity for improving literacy in ELLs
- Supporting appropriate and flexible program options
- Requiring use of research-based instructional practices
- Prescribing a strong and coherent research agenda for adolescent ELL literacy

IES Practice Guide

Organizing Instruction and Study to Improve Student Learning: Recommendations and Strategies for Organizing K-12 instruction[51]

Recommendation 1
Space learning over time.

Recommendation 2
Interleave worked example solutions with problem-solving exercises.

Recommendation 3
Combine graphics with verbal descriptions.

Recommendation 4
Connect and integrate abstract and concrete representations of concepts.

Recommendation 5
Use quizzing to promote learning.

Recommendation 6
Help students allocate study time efficiently.

Recommendation 7
Ask deep explanatory questions.

Universal Design for Learning[52]

The MiLit Plan supports Michigan UDL projects dedicated to providing teachers with the tools and strategies they need to remove curriculum barriers and increase learning opportunities

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[51] http://ies.ed.gov/ncee/wwc/pdf/practiceguides/20072004.pdf
Recommendations in this practice guide provide teachers with specific strategies for organizing both instruction and students' studying of material to facilitate learning and remembering information, and to enable students to use what they have learned in new situations. See Appendix 8 for complete IES Practice Guide recommendations.

[52] http://www.udlcenter.org/aboutudl/udlguidelines

for EVERY learner. UDL is a research-based approach to teaching, learning, and assessment that draws on brain research and new media technologies to respond to individual learner differences and interests. UDL teams learn to create flexible curriculum that meets the needs of a wide range of students including gifted students, struggling students, English language learners – all students who comprise today's classrooms. UDL lessons incorporate three primary principles of Universal Design for Learning:

- Provide multiple means of representation – perception; language, expressions, and symbols; comprehension
- Provide multiple means of action and expression – physical action; expression and communication; executive function
- Provide multiple means of engagement – recruiting interest; sustaining effort and persistence; self-regulation

UDL teams efficiently and effectively differentiate instruction with technology, so that ALL students can successfully meet the rigorous CCSS.

Supporting Literacy in Adult Education Programs

The mission of the Michigan Office of Adult Education is to ensure that all adult learners obtain the highest quality education, leading to the attainment of a secondary education, literacy, and numeracy skills necessary to succeed in employment and post-secondary education.[53]

Under the Adult Education and Family Literacy Act, Michigan grants awards to eligible service providers to provide

- Adult education and literacy services that may include workplace literacy services and job placement
- Family literacy services
- Computer literacy
- English literacy programs
- English as a second language
- GED test preparation
- High school completion

Adult students will find literacy resources to advance individual knowledge and skills on the Michigan e-Library[54] and Michigan Online Resources for Educators[55] sites. Community-based organizations and agencies include Reach Out and Read and community literacy councils. The MiLit Plan promotes literacy development through adult and family literacy programs and calls for building regional partnerships between school districts and community programs to further support literacy development for learners of all ages.

The Special Role of Libraries Preschools and home school groups take advantage of children's programming offered by local libraries (i.e., story time and other programs). Local libraries provide extensive summer programming to engage school-aged children in reading throughout the summer, thus limiting summer reading setback[56]. School libraries also provide early literacy programs, instruction and skills for children who perhaps can't get to their public

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[53] Link to Adult Ed site http://www.michigan.gov/mdcd/0,1607,7-122-1680_2798---,00.html
[54] Michigan e-Library http://mel.org/
[55] M.O.R.E. http://more.mel.org/
[56] Allington, et. al, 2010

library, but who do come to school. With the cuts being made to Michigan school library programs, public libraries will need to provide access to library personnel and material resources. Libraries provide a special focus on developing information literacy – "the ability to identify, retrieve, evaluate, and use information that is appropriate to a need. Students who develop information literacy skills will be more successful in their studies and their daily lives. They will find that these skills are an essential element in becoming a lifelong learner."

Since libraries are accessible to the entire state, they provide a platform for regional program participation. Public service organizations and announcements through Public Broadcasting Stations (PBS) and regional public stations will provide a tool for promoting program awareness.. The Library of Michigan works with existing family literacy councils to promote literacy across Michigan.

Teacher Preparation Standards

The MiLit Plan calls for the review (and revision where necessary and appropriate) of teacher preparation program standards to better prepare teachers to provide instruction for meeting state literacy and technology standards. The MiLit Leadership Team has called for MDE to revise standards for reading teachers and reading specialists (BR and BT standards) to align with the IRA Standards for Reading Professionals[57], revised in 2010. Representatives from teacher preparation programs will provide additional guidance as current program requirements are reviewed.

All teacher preparation standards and program requirements are reviewed and revised (as necessary and appropriate) by the MDE Office of Professional Preparation Services when new content standards or statewide initiatives that relate to teacher preparation are adopted. That review regarding implications of the CCSS and MiLit Plan has begun.

Michigan currently has standards of quality for Early Childcare settings; Pre-school Programs; instructional leaders (Teacher Preparation Certification and Endorsement Program Standards and Professional Standards for Michigan Teachers; Principal Preparation Standards, Central Office Administrator Standards) in the Pre-school; K-12 and Alternative High School setting; Career and Technical Education; Adult Education (Transformation of Adult Education Plan) guidelines. The MiLit Plan will provide the opportunity to assure alignment across all of the aforementioned standards and guidelines and provide opportunities for coordinating existing programs. The Plan will also promote the development of stronger connections with parents, policy makers and other shareholders regarding Michigan's vision of Literacy for Learning, Literacy for Life, and Literacy for All.

[57] Revised IRA Standards for Reading Professionals are available at http://www.reading.org/General/CurrentResearch/Standards/ProfessionalStandards2010.aspx

ACTION STEP 3:
Support MiLit Regional Teams in Improving and Sustaining Literacy Achievement by Establishing a Working Network of Literacy Shareholders through the Virtual MiLit Network[58].

The MiLit Plan calls for expanding the existing network of statewide literacy leaders to include Regional Teams of representatives from shareholder groups committed to working together to improve literacy achievement across Michigan.

The Team acknowledges that current programs and professional development needs may vary by region, and the Plan allows for the individualization of programs at the local level within a tiered instructional framework. The MiLit Plan promotes the utilization of existing local, regional, and state initiatives. The MiLit Virtual Network will connect all literacy shareholders, provide links to statewide programs, and serve as a place for housing and sharing resources. Resources and links to other state and federal initiatives, libraries, state departments, local and intermediate districts will provide current information and research for learners and educators. The Network forum will allow for communication between users (e.g., asking and answering questions and sharing efforts in literacy). The MiLit Plan utilizes innovative technology, including the MiLit Network, to enhance, support, and re-imagine dissemination of knowledge, access to resources, and the connection of all citizens to resources and educators.

The Network will be a tool for coordinating the work of the Regional Teams as they develop plans that meet the needs of the learners in their communities. Regional Team members will be able to connect with members of their team and other teams to support the literacy needs of their region. Using the Network, MiLit Regional Teams will facilitate communication among stakeholders responsible for developing school improvement plans, district and building literacy plans, working within the statewide system of support, high school redesign, dropout challenge, early literacy programs, and other statewide and region-wide initiatives.

Current large-scale assessment data suggest that fewer than half of all Michigan students meet college and career readiness benchmarks in Grade 11 (based on ACT scores), and fewer than half of Michigan students appear to be on track for scoring as college and career ready (based on proficiency levels on NAEP Reading and Writing assessments). One important function of the MiLit Network will be to post detailed progress reports that link significant improvements with literacy plans (strategies, professional development, additional instructional supports, resource use, course organization, and other pertinent information) to identify, share, and promote promising practices.

MiLit Regional Teams: A Working Network of Literacy Shareholders

All shareholders must play a role in enhancing literacy instruction. Across the state, diverse teams of shareholders including librarians, teachers, professors, early childhood caregivers and educators, and other community shareholders must be involved in the

[58] Access the MiLit Virtual Network at http://www.militnetwork.org/

discussion, planning, and implementation of regional literacy plans. In partnership these teams have the capacity to build collective expertise from a broad range of perspectives. Based on the needs of the regions, these teams will craft literacy plans that incorporate the recommendations of the MiLit Plan. The teams will collaborate to streamline their supports and their funding to improve the status of their communities.

The MiLit Plan requires collaboration among all literacy shareholders committed to statewide achievement. The vision is for existing collaboratives, organizations, schools, libraries, teacher education institutions, and others to unite around the work of literacy, both at the regional and state levels. The Plan provides the vehicle for existing partnerships to be strengthened and new partnerships formed.

Regional Literacy Plans[59]

To allow for flexibility at the regional level in developing plans to meet the literacy demands of the CCSS, each Regional Team will be responsible for:

- Meeting with members of the team representing intermediate and local districts across the region; forming a regional literacy advisory board of representatives from family, school, and community shareholders.
- Assessing the needs (professional development, intervention support, etc.) of the intermediate and local districts and schools and community partners in the region.
- Developing a regional plan that summarizes the literacy plans, programs, and professional development needs of its regional members.
- Reporting to regional members and to MDE, the professional development that will be offered by the regional center.
- Providing "trainer-of-trainer" professional development that addresses a broad range of research-based instructional strategies in the areas of differentiated core instruction and interventions to meet the identified needs of the region.
    - Developing literacy experts and leaders (literacy specialists, coaches, leaders), and empowering teachers to make instructional decisions based on assessment of students' strengths and needs.
    - Providing information to support parents in learning how to support and enhance their children's literacy development.
    - Working with the Michigan Literacy Leadership and Management Teams to develop statewide programs and to share information[60].
    - Collaborating with professional organizations such as Michigan Reading Association (MRA), English Language Arts Intermediate School District Network, National Writing Projects of Michigan, the Michigan Council of Teachers of English (MCTE), the Michigan Alliance of Reading Professors (MARP), the Michigan Association of Intermediate School Administrators (MAISA), the Michigan Association of Administrators of Special Education (MAASE), Teachers of English to Speakers of Other Languages (TESOL), and the Michigan Assessment Consortium for purposes of communication, professional development, and resource sharing.
    - Sharing regional information on the MiLit Network site (communication committee, regional discussion groups for related family, school, or community partners).

[59] Regional Team Planning Tools and Templates in Appendix 2.
[60] See Organization Chart, page 12.

Resources to Support Plan Development

Assessing the CCSS

Assessment plays a critical role in the CCSS K-12 progression to college and career readiness. The MiLit Plan calls for teachers to use an array of formative assessment tools and practices to plan, differentiate, and guide instruction and interventions; interim assessments as progress monitoring tools, and summative assessments benchmarked to college and career readiness as defined by the CCSS K-12 progression. Especially important for meeting the CCSS is assessing reading fluency and assigning reading practice as necessary to support students in reading and comprehending complex literary and informational texts independently and proficiently.

SMARTER Balanced Assessment Consortium (SBAC)

Michigan is a governing member of the SMARTER Balanced Assessment Consortium, one of two multistate consortia developing assessment systems to support implementation and assessment of the CCSS. To achieve the goal that all students leave high school ready for college and career, SBAC is committed to ensuring that assessment and instruction embody the CCSS and that all students, regardless of disability, language, or subgroup status, have the opportunity to learn this valued content and show what they know and can do. With strong support from participating states, institutions of higher education, and industry, SBAC will develop a balanced set of measures and tools, each designed to serve specific purposes. Together, these components will provide student data throughout the academic year that will inform instruction, guide interventions, help target professional development, and ensure an accurate measure of each student's progress toward career and college readiness (2011)[61].

Dynamic Learning Maps Alternate Assessment Consortium (DLM)

Michigan is a member of the Dynamic Learning Maps Alternate Assessment Consortium[62] which will develop CCSS-linked alternate assessments designed to map student learning throughout the year, providing formative and summative assessment for students with significant cognitive disabilities.

Time to Act[63] recommends that district leaders "ensure that formative and summative assessment data are captured in a central place, that data is reported in a timely and useable fashion to schools, and that professional development works in response to data. As a consequence of NCLB, vast amounts of data on every student in every school in every district are constantly being collected and recorded; transforming that database into a coherent information resource should be a top priority for district leaders. In some districts, this will mean introducing or upgrading the data management system, streamlining the assessment plan, ensuring timely availability of test scores to the schools, and providing guidance on how to access, analyze, and interpret the available data". It also recommends providing professional development on good data use for principals, literacy coaches, and teacher-leaders.

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[61] Link to one-page summary of SMARTER Balanced Initiative http://www.k12.wa.us/smarter/pubdocs/SBACSummary2010.pdf

[62] Link to overview of DLM project http://dynamiclearningmaps.org/

[63] Time to Act (Carnegie, 2010). p. 66

Regional Data Initiative: Improving Instruction through Regional Data Initiatives (RDI)

All ISDs and RESAs across Michigan have joined one of eight RDI consortia in order to share resources and knowledge efficiently and effectively. Assessment and technology leaders from all consortia across the state have been collaborating on the goals of the RDI grant:

- To provide Michigan teachers with real-time access to student data at the classroom level
- To determine how to best use the assessment and data access programs that are currently in place
- To provide every educator in Michigan with an opportunity to differentiate and individualize instruction
- To build on professional development for using data
- To inform instruction and enable educators individualize instruction
- To improve implementation of principles of Universal Design for Learning (UDL)

District Literacy Plans Identify Grade Level Literacy Assessments[64]

The MiLit Plan calls for districts to identify in their District Literacy Plans (DLPs), the literacy assessment data (by grade level) that will be used at the classroom level and data that will be collected and reviewed as a part of the school improvement and literacy planning processes, (e.g., standardized assessments, screening and diagnostic reading assessments, (leveled reading assessments, oral language, phonological awareness, concepts of print, letter-sound ID, running records, accuracy, fluency, and comprehension assessments) sight word assessments, analysis of student writing samples in response to district writing prompts, course and/or grade-level assessments that require reading and writing, student survey data, collaborative examination of student work).

Longitudinal Data System – Linking the Regional Data Warehouses

MDE continues to monitor indicators of success using information from the expanded Center for Educational Performance and Information (CEPI) K-12 data collection system, MDE-OEAA assessment data, School Improvement North Central Association (NCA) data, and ACT State Report college readiness information. The Data for Student Success (D4SS) project provides a common source of compulsory data reported by the state. MDE will align Regional Data systems with D4SS to provide automated release, transfer, and incorporation of state compulsory data to each Regional Data Initiative, and provide a common set of trainings on data driven decision making, thus allowing teacher teams and districts to triangulate classroom, district, and state (and national) achievement and other student data to measure, plan for, and ensure literacy growth.

MDE will develop indicators to be included in the MDE performance dashboard, which will include the Governor's dashboard indicators that address education.

Continuation and Coordination of Current Programs and Initiatives

Ongoing Support for Professional Development

Michigan's continued commitment to ensuring that teachers and literacy leaders have access to high quality pre-service and inservice professional preparation and development is evidenced in the following initiatives:

[64] See Appendix 2 for resources for district and regional literacy plans.

- Professional Learning Communities and job-embedded PD opportunities
- Collaboration with statewide networks and professional organizations for communication, professional development, and resources
- Teacher Preparation Standards
- Teacher Preparation Programs that prepare teachers to provide highly effective literacy instruction for all students (pre-service instruction and experience; and career-long professional development)

Administrator leadership training to adequately prepare administrators to provide leadership and support effective literacy instruction for all students

Early Childhood and Early Literacy Programs and Initiatives

Michigan's continued commitment to ensuring that students *enter kindergarten and remain on-track* is evidenced in the following initiatives:

- Michigan READY kits – provide parents, family members, and caregivers with engaging information, materials and learning activities to help children beginning at birth develop the language and literacy skills needed to enter school READY. (a main component of the R.E.A.D.Y. Early Learning Program http://michigan.gov/mde/0,1607,7-140-6530_6809-33559--,00.html)
- Early Childhood Standards of Quality for Pre-Kindergarten (Michigan State Board of Education, March 2005) http://www.michigan.gov/documents/Early_Childhood_Standards_of_Quality_160470_7.PDF
- Childhood Standards of Quality for Infant and Toddler Programs (Michigan State Board of Education, 2006) http://www.michigan.gov/documents/mde/ECSQ-IT_Final_180649_7.pdf
- Great Start programs such as Great Parents, Great Start Collaboratives[65] http://michigan.gov/mde/0,1607,7-140-6530_6809-73477--,00.html http://www.youtube.com/user/GreatStartMichigan?feature=mhum http://greatstartforkids.org/connect/
- Federal Programs such as Head Start, Early Head Start, and Even Start Head Start and Even Head Start http://michigan.gov/mde/0,1607,7-140-6530_6809-127152--,00.html Even Start http://michigan.gov/mde/0,1607,7-140-6530_6809-20426--,00.html
- Michigan Reads! One State, One Book program for birth through 8 through public libraries, and Head Start http://www.michigan.gov/mde/0,1607,7-140-54574_26038---,00.html
- Other public library programs – Summer Reading, lap-sit programs, and story hours; early literacy resource links http://michigan.gov/mde/0,1607,7-140-54574_26038_27010---,00.html
- Reach Out and Read (ROR) Michigan promotes early literacy and school readiness in pediatric exam rooms by giving new books to children and advice to parents about the importance of reading aloud. http://www.reachoutandreadmich.org/
- Out-of-the-box programs/materials for libraries to incorporate into their early and family literacy programs that can lead into/link to Headstart/K-12 programs

[65] See Appendix 6 for Summary of Great Start Readiness Program Evaluation Findings (1995-2011).

- Family FUNdamentals, summer literacy activities for preschool, prekindergarten, and early elementary students to practice at home. http://michigan.gov/mde/0,1607,7-140--69358--,00.html
- Early Childhood Investment Corporation (ECIC) spurs investment in enhanced delivery of early childhood programs through system-building. http://greatstartforkids.org/content/ early-childhood-investment-corporation-relocates
- Promoting universal Pre-Kindergarten programs and Full-Day Kindergarten for all students at risk

K-12 Programs and Initiatives

Michigan's continued commitment to ensuring that students *achieve grade level literacy proficiency by the end of third grade, receive timely and appropriate interventions, and graduate from high school college- and career- ready* is evidenced in the following initiatives:

Continuous School Improvement

- School Improvement Framework and Tools for Continuous School Improvement http://www.michigan.gov/mde/0,1607,7-140-28753_38959-137869--,00.html

Standards and Requirements

- Michigan Merit Curriculum (MMC), a rigorous set of statewide graduation requirements http://www.michigan.gov/mde/0,1607,7-140-38924---,00.html
- Adoption of the Common Core State Standards (CCSS) for ELA/Literacy and Mathematics for Kindergarten through Grade 12. http://michigan.gov/mde/0,1607,7-140-6530_30334_51042-232021--,00.html
- Development of rigorous content standards in Science, Social Studies and the Arts http://michigan.gov/mde/0,1607,7-140-28753---,00.html

Resources for Effective Literacy Instruction and Professional Development

- Teaching for Learning Framework (TLF) http://teachingforlearning.org/
- Family FUNdamentals Pre K-3 learning activities http://michigan.gov/mde/0,1607,7-140--69358--,00.html
- Early Literacy Initiatives; Put Reading First http://www.mireadingfirst.org/
- Michigan's Mission Possible: Get ALL Adolescents Literate and Learning (MMP) http://missionliteracy.com/
- Special Education Literacy Connections Training (SELCT) http://www.resa.net/
- Universal Design for Learning (UDL) Initiatives http://www.udlcenter.org/aboutudl/udlguidelines

Assessments – formative, interim, and summative

- SMARTER Balanced Consortium and Dynamic Learning Maps Alternate Assessment Consortium
- Michigan Literacy Progress Profile (MLPP) and related 4-12 programs
- Batteries of screening (given to all students at a grade level), diagnostics, progress monitoring assessments,
  with data recorded and reported by regional data warehouses.

Intervention

- Response to Intervention Framework, Programs, and Initiatives
  Leveled Literacy Intervention (LLI)
  Adolescent Accelerated Literacy Initiative (AARI)
  Michigan's Integrated Behavior and Learning Support Initiative (MiBLSi)
- Reading Recovery Programs
- Intervention in the state's Persistently Lowest Achieving Schools – SSRRO MiExcel
- Success for All Schools (SFA)
- Targeted Support for High Priority Schools – Statewide System of Support

Professional Development

- Michigan ISD/RESA consultants provide focused literacy professional development to support needs identified in district school improvement plans.
- Michigan's Mission Possible Professional Development Modules
- Special Education Literacy Connections Training (SELCT)
- Out-of-the-box programs/materials for libraries to incorporate into their early and family literacy programs that can lead into/link to Headstart/K-12 programs

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Appendix 1: MiLit Plan Timeline: Phase 1 (2011-2016)

The MiLit Plan will be implemented over a 5-year period in Phase 1. Table 1 indicates the steps intended for the State Literacy Management Team, the State Literacy Leadership Team, and the MiLit Regional Teams for Year 1 of Implementation.

Year 1 2011-2012	State Literacy Management Team (Management Team)	State Literacy Leadership Team (MiLit Team)	Regional MiLit Teams (Regional Teams)
February-March 2011	Coordinate distribution and survey of Plan draft to State Team on NING; prepare USED Competitive Grant; continue work on MiLit Network website.	Provide feedback on Plan draft; Zoomerang Survey on MiLit NING site; writing team representatives meet, review, and revise Plan based on feedback.	RLTC and ISD consultants consider possible regional team organization based on initial MiLit Plan review.
April-June 2011	Complete work on MiLit Network website. **Hold the 2nd Annual June 7-8 MiLit Team meeting in Detroit, Michigan:** all 86+ members are invited (the annual meeting is held in a different region each year). RLTC/ISD reps and regional members meet with Management Team at the Annual meeting to discuss the formation of 1- 2 Regional Teams per RLTC and Regional Plan template. Determine guidelines for **developing Regional Teams** and provide support for the formation and the work of Regional Teams.	Join the MiLit Network. RLTC/ISD representatives and other regional shareholders discuss formation of Regional Teams (1-2 per RLTC region) and regional plan template, during Annual Meeting; continue discussion with Management Team and on Network Team page. Identify and coordinate regional literacy resources and partnerships of groups (local literacy councils, libraries, Great Start and local ISD consultants and partners, etc.).	RLTC/ISD representatives and additional regional shareholders discuss formation of Regional Teams; identify additional partners to be included; begin to develop plan using template.
July-December 2011	Create, disseminate, and monitor the MiLit **literacy message and Plan** at the state level. Provide support for the formation and the work of Regional Teams. Set up Regional Team pages on the MiLit Network site. Provide technical assistance for using the MiLit Network to engage Regional Teams in communication.	RLTC/ISD reps meet with **regional literacy resources and partner** groups (local literacy councils, libraries, Great Start and local ISD consultants and partners, etc.) to form Regional MiLit Teams.	Identify and invite **literacy leaders and community shareholders** to participate in the Regional Literacy Team. Create team (see Regional Plan Template), begin communicating within the MiLit Network site, and begin Regional MiLit Plan (Regional Plan). Conduct an **inventory** of current literacy work and data; identify professional learning needs of local districts, to inform development of **district and regional literacy plans.** Using the Regional Plan Template, and incorporating the components of the MiLit Plan, create a **Regional Plan** based on the needs of the local region. Participate in the use of the MiLit Network for communicating with members of the Regional Team. Consult the **MiLit Network** clearinghouse of resources when creating a Regional Plan.

Year 1 2011-2012	State Literacy Management Team (Management Team)	State Literacy Leadership Team (MiLit Team)	Regional MiLit Teams (Regional Teams)
January-April 2012	Provide technical assistance for using the MiLit Network to engage Regional Teams in communication. Continue support for the formation and the work of Regional Teams. Collect Regional reports and prepare MiLit State Annual report. Develop and implement **technical assistance to support literacy plans** at the regional level.	Use of the **MiLit Network** to communicate with members of the Regional and State Teams. Consult the MiLit Network for resources and updates.	Complete annual Regional MiLit report. Use of the **MiLit Network** to communicate with members of the Regional Team. Consult the MiLit Network for resources when creating a Regional Plan.
May-September 2012	**Hold the 3rd Annual MiLit Team meeting in Grand Rapids, Michigan**; All 86+ MiLit Team members are invited (the annual meeting is held in a different region each year). Regional Team Reports Other Reports by State Team	Participate in the Annual meeting (May or June) Report out by Regional Team Each Regional Team presents its annual regional report: successes and lessons learned (professional learning, student achievement, partnerships formed, etc.	Participate in Annual meeting (May or June) Report out by Regional Team Each Regional Team presents its annual regional report: successes and lessons learned (professional learning, student achievement, partnerships formed, etc.)

Appendix 2:

MILit Regional Literacy Planning Template and Worksheet (Directions)

This MiLit Regional Team Planning Template will be posted on the MiLit Network. Regional Teams will design and share their plans using the Network site.

Regional Literacy Team Planning Template **Date MM-DD-YYYY**

Complete Template Online (Will initiate process for Regional Planning Page; directions in green)

Regional Team Information – List Programs and Team Representatives

Region	Name of MiLit Regional Team.	Notes/Comments
ISD Members (Three or more)	List ISDs (RESAs) in Mi Lit Region. List (by ISD) the ELA/Literacy/SI Facilitators involved in Regional Literacy Initiative.	
Regional Data Warehouse(s)	List ISD/RESA – Regional Data Consortium.	
Public Libraries	List all public libraries in area. List library representatives on regional team.	
Early Childhood Programs	List categories (overview) of active programs. List early childhood program representatives on regional team.	
Adult Education Programs	List active adult education programs. List adult education representatives on regional team.	
Teacher Prep High Ed Institutions	List teacher preparation colleges and universities. List higher education representatives on regional team.	
Other Higher Ed Institutes	List other colleges and universities that are (or will be) involved in Mi Lit Regional Team. List representatives on regional team.	
Community Members	List community representatives (family, business, other) on regional team.	
K-12 LEA Members	List LEA representatives (K-3, 4-8, HS, teachers/leaders) serving on regional team.	
ELL Programs	List ELL program representatives on regional team.	
Special Education Programs	List special education program representatives on regional team.	
Region-Wide Literacy Programs	List current initiatives by ISD/LEA. Describe regional plans for Year 1 (2011-12)	
Professional Development Planning	List current PD planning structures / affiliations Describe regional plans for Year 1 (2011-12)	
First Meeting Date		
Regional Literacy Achievement Trends	Summarize data trends; identify information needed	

Region	Name of MiLit Regional Team.	Notes/Comments
Kindergarten Readiness	Assessment(s) used - Range of readiness in region - Year 1 targets -	
Third Grade Proficiency	Assessment(s) used - Range of readiness in region - Year 1 targets -	
	Assessment(s) used - Range of readiness in region - Year 1 targets -	
College Readiness	Assessment(s) used - Range of readiness in region - Year 1 targets -	
Summary LEA Literacy Plan Status	Describe percentage or general level of district literacy plans	
Summary Assessment Data Collected	**Screening –** List assessments (types of assessments) administered to all students (by district). **Diagnostic –** List assessments (types of assessments) administered to those identified as "at risk" or "not on track" for meeting literacy goals. **Progress Monitoring –** List assessment data used to monitor progress. **Program Evaluation –** List assessment data used to evaluate literacy program (intervention program). Include literacy-related data stored within Regional Data Warehouse.)	
Summary Professional Development Needs	List PD needs based on SI plan review, status of literacy plans at district level, needs identified in review of Mi Lit Plan.	
Plans for PD Offered at Regional Level	List PD that is or will be offered at regional level. Include large group events that serve as benchmarks within embedded programs.	
Plans for PD Offered at individual ISD level	List PD that is or will be offered by/at individual ISDs (based on need or individual budget decisions).	
Summary of Regional Literacy Partnerships	List current literacy partnerships with businesses, private groups, universities, etc.	
Plans for Expanding Partnerships	Summarize plans for expanding partnerships.	

MILit Regional Literacy Planning Template and Worksheet (Blank)

Regional Literacy Team Planning Template **Date**

Complete Template Online (Will initiate process for Regional Planning Page)

Regional Team Information – List Programs and Team Representatives

Region		Notes/Comments
ISD Members (Three or more)		
Regional Data Warehouse(s)		
Public Libraries		
Early Childhood Programs		
Adult Education Programs		
Teacher Prep High Ed Institutions		
Other Higher Ed Institutes		
Community Members		
K-12 LEA Members		
ELL Programs		
Special Education Programs		
Region-Wide Literacy Programs		
Professional Development Planning		

Region		Notes/Comments
First Meeting Date		
Regional Literacy Achievement Trends	Summarize	
Kindergarten Readiness		
Third Grade Proficiency		
College Readiness		
Summary LEA Literacy Plan Status		
Summary Assessment Data Collected	**Screening –** **Diagnostic –** **Progress Monitoring –** **Program Evaluation –**	
Summary Professional Development Needs		
Plans for PD Offered at Regional Level		
Plans for PD Offered at individual ISD level		
Summary of Regional Literacy Partnerships		
Plans for Expanding Partnerships		

District (and Regional) Literacy Plan Worksheet*

	Status		District uses this space for specifics Regional Teams record summary notes
	In Place	In Progress	
1. Promote high standards for literacy instruction and assessment for all learners.			
• Develop literacy plans with highly effective core literacy instruction and multi-tiered instructional supports based on standards. • Utilize a system of data collection, evaluation, and program accountability, including assessments to inform instruction. • Measure progress in early, adolescent, and adult literacy at the school, district, and state levels.			
Literacy Plans (Leadership and Collaboration)			
A **cross-curricular, multi-grade team of educators** to support literacy within the district/school (region/community)			
A plan for hiring **highly qualified literacy leaders** including: administrators, principals, curriculum directors, library media specialists, and teachers			
A **system for measuring success**			
A **system for facilitating discussions** at every level			
A plan for review of **current funding sources** and for **exploration of new funding sources** (grants) to support adolescent literacy			
A plan to coordinate K-12 literacy plan with other district plans and coordinate implementation and funding with other district initiatives (PreK, Community, Postsecondary)			
A process for providing **leadership** at district and school levels.			
Academic Standards (PreK, CCSS for K-12, Other)			
A district rollout plan as well as professional learning in districts and schools to support and to ensure the **implementation of the CCSS for ELA/Literacy in all content areas**			
- District Curriculum Aligned to CCSS			
A focus on **integration of Information and Technology Literacy Standards** into content area instruction			
Professional learning and technical assistance related to academic standards that honor what educators know and need, and support them in refining skills necessary to meet the needs of readers and writers across all content areas			

	Status		District uses this space for specifics Regional Teams record summary notes
	In Place	In Progress	
Instruction, Assessment, Intervention, and Progress Monitoring			
A **system of support** for early and adolescent learners, including differentiation of instruction and interventions for all students, including English language learners, students with disabilities, and advanced and emerging literacy learners			
Professional learning and technical assistance to respond to students' reading and writing needs with a **wide range of differentiated literacy strategies**			
An ongoing, classroom based, **formative assessment system** to examine student progress			
2. Build teacher and literacy leader expertise.			
• Empower teachers and literacy leaders to make decisions based on assessment of learners' strengths and needs. • Provide high quality professional development opportunities through a comprehensive literacy training plan that allows for individualization of programs at the local level within a tiered instructional framework. Teachers will have access to systematic, sustained, high-quality, job-embedded professional development. • Review/revise teacher preparation program standards; revised standards for reading teachers and reading specialists to align with IRA Standards for Reading Professionals. • Develop/provide PD opportunities and resources for public libraries and community literacy groups in the areas of family literacy, emergent literacy and adult literacy training.			
Literacy Leaders and Personnel			
A district plan to enhance **content area literacy instruction using literacy leaders** at all levels and across all content areas as resources			
Collaboration among library media specialists and other literacy leaders			
Supporting participation by literacy leaders in regional networks, higher education communities, and professional literacy associations to facilitate and **expand professional learning and to build literacy leadership** across districts and schools			
Reviewing/refining the roles and responsibilities for literacy personnel including literacy coaches, existing licensed reading personnel, school and public library personnel, and paraprofessionals			
Professional Learning and Resources			
A plan to create/support **professional learning for teachers within and across disciplines** in relation to content and information literacy			
Professional learning and technical assistance to support the dissemination and implementation of the local (regional) literacy plan			
A plan to promote and advocate for **literacy professional learning opportunities** in the region/district/school for all educators and literacy leaders			
Resource management for early and adolescent literacy including staffing, library staffing and resources, and structural elements			

	Status		District uses this space for specifics Regional Teams record summary notes
	In Place	In Progress	
3. Support MiLit Regional Teams in improving and sustaining literacy achievement through the Virtual MiLit Network.			
• Identify Regional MiLit Teams • Define shareholder roles and responsibilities. • Develop Regional MiLit Plans (Record) • Create Mi Lit Virtual Network to support Plan implementation.			
Supporting participation by literacy leaders in the **MiLit Regional Network**, higher education communities, and professional literacy associations to facilitate and **expand professional learning and to build literacy leadership** across districts and schools (region)			
Reviewing/refining the roles and responsibilities for MiLit Regional Team Shareholders			
Develop Regional MiLit Plan (Summary Record)			
Utilize MiLit Virtual Network as a communication tool and resource.			

*Chart adapted from Checklist for Adolescent Literacy Plans, Wisconsin Department of Public Instruction (2008)

MI Lit Regional Planning Information*

State	Region	District	School	Classroom
Planning				
• Lead a collaborative process to build knowledge base and set vision to improve literacy as part of district and school improvement. • Design a state literacy plan that builds instructional capacity to improve adolescent literacy while providing flexibility to localize the initiative. • Dedicate staff within the state education agency to focus on adolescent literacy. • Build public awareness and advocacy for literacy initiative.		• Design a comprehensive literacy plan to provide research-based reading and writing instruction throughout the curriculum beginning in the early grades and continuing through high school. • Develop a coordinated K-12 continuum of literacy development, including setting goals and standards and ensuring alignment with curricula and assessments. • Ensure that all students have access to highly trained teachers, resources, and organizational supports to advance literacy throughout the curriculum. • Dedicate staff within the local education agency to focus on adolescent literacy.	• Implement school-wide literacy initiatives as part of school improvement planning that includes content area literacy instruction and a continuum of support for all students. • Diagnose problems early and provide timely, differentiated levels of research-based literacy instruction for struggling readers.	• Provide effective, research-based interventions to infuse reading and writing instruction across the curriculum. • Use methods for providing content area literacy instruction and intensifying interventions as needed for struggling readers.
Quality of Teaching				
• Fully articulate literacy standards that embed literacy instruction within content area learning. • Invest in teachers by ensuring that preparation and professional development provide teachers with knowledge and skills to improve adolescent literacy. • Examine design of preparation programs to ensure teachers receive training in content area literacy and methods to intervene with struggling readers. • Provide guidance on ongoing training, instructional tools, and supports for teachers.		• Ensure that teachers have the preparation and professional development to provide effective, content-based literacy instruction. • Outline the elements of high quality professional development to provide all staff with research-based curriculum and opportunities to practice specific literacy instruction skills. • Ensure leadership teams, support personnel, coaches, curriculum specialists, and teachers have ongoing training in literacy instruction.	• Provide intensive (including embedded) training that provides teachers with clear direction on how to use research-based practices within their different content areas. • Create opportunities for peer observation, demonstration lessons, curriculum and lesson planning, dialogue, and coaching to improve literacy instruction. • Organize training and coaching resources around teams of teachers in the same content area.	• Explicitly link reading and writing instruction with content instruction. • Emphasize deep conceptual understanding through reading instruction. • Provide explicit instruction in vocabulary and in the application of reading comprehension strategies. • Continuously and systematically engage students in whole class and small group discussions of challenging content and literature. • Create connections within and across lessons, reinforcing vocabulary and conceptual development across multiple texts and contexts.

State	Region	District	School	Classroom
Use of Data				
• Design robust longitudinal data systems to track individual student performance. • Strategically use data to identify areas of need, design cohesive policies, and evaluate the impact of the literacy initiative on students' performance. • Equip districts and schools with the data-systems and tools to implement literacy programs and supports.		• Use a data-management system that provides high utility for multiple purposes including: ▪ Generating frequent, timely data to track improvement over time and benchmark instruction for all students; ▪ Providing detailed performance data on student strengths and weaknesses and subgroup data ▪ Identifying at-risk students; ▪ Linking information about the instruction, services, and resources students receive and their outcomes; and ▪ Providing timely evaluation and subgroup achievement data to inform school and district decisions. • Evaluate quality implementation and impact of district programs on students' literacy performance and content learning.	• Identify the data that will be collected to achieve ongoing progress monitoring of schools. • Administer screening, progress monitoring, outcome assessments, and diagnostic testing frequently. • Use diagnostic and formative assessments to provide supports and interventions to accelerate the progress of struggling readers.	• Measure and analyze student literacy performance and content area achievement to inform instruction and identify struggling readers. • Use assessment data regularly to monitor progress and guide reading instruction and professional development.

State	Region	District	School	Classroom
Instructional Infrastructure				
• Design instructional infrastructure to support coordinated literacy instruction in all grades in collaboration with practitioners and higher education. • Articulate rigorous student literacy standards and curriculum frameworks for content area literacy instruction. • Develop a K-12 continuum for reading development with recommended materials, planning guides, and model lessons. • Provide guidance and tools that include aligned diagnostic, formative, and summative assessments, curriculum frameworks, and tools to support research-based instructional practice.		• Ensure committed leadership to implementing school-wide literacy initiatives. • Be creative in the use of local monies to provide the resources, training, and supports to achieve targeted literacy goals. • Develop anchor standards and aligned core curriculum and assessments to support instruction grounded in research on effective practice. • Ensure that schools have the flexibility and incentives to design organizational structures and schedules to differentiate literacy instruction in accord with individual students' needs. • Ensure that schools have the range of instructional materials, multimedia materials, diverse texts, and resources needed to improve students' literacy skills.	• Provide schools with funding, supports, and resources needed to achieve literacy goals for all students. • Provide extended blocks of time for reading instruction and for weekly professional development opportunities. • Form reading leadership teams to design literacy instruction in content areas and for struggling readers. • Promote teacher leadership in designing, evaluating, and improving instructional tools and practices. • Provide teachers and schools with consistent support from dedicated, specialized staff that provide support at the school level.	• Provide methods for supplying classroom supports and intensifying interventions for individual students. • Provide feedback, models, and tools to integrate text comprehension strategies and writing instruction across the curriculum. • Train administrators in evaluating teachers on content area literacy instruction.
Accountability				
• Ensure ongoing oversight and monitoring to hold districts and schools accountable for improving adolescent literacy performance. • Require coherent district and school literacy plans based on detailed information on students' needs. • Evaluate the impact of literacy initiatives and refine based on multiple indicators of literacy performance.		• Provide sufficient guidance and oversight to ensure strong implementation of comprehensive literacy programs. • Institutionalize teaching practice through summer institutes, ongoing training, access to higher education, school administrators, coaches, and regional trainings; and align the recertification process with professional development. • Build networks for cross-classroom, cross-school, and cross-district learning and partner with higher education, community, and external organizations. • Examine literacy performance data to refine district literacy plans.	• Provide sufficient guidance and oversight to ensure strong implementation of comprehensive literacy programs. • Institutionalize teaching practice through summer institutes, ongoing training, access to higher education, school administrators, coaches, and regional trainings; and align the recertification process with professional development. • Build networks for cross-classroom, cross-school, and cross-district learning and partner with higher education, community, and external organizations. • Examine literacy performance data to refine district literacy plans.	• Support and monitor implementation of reading instruction, assessment expectations, and student literacy performance. • Use assessment data to refine instruction and programs.

* Chart adapted from Hayes, M. (2007). From State Policy to Classroom Practice: Improving Literacy Instruction for All Students.

Assessment Templates

(under development – will be posted on MiLit Network site)

Planning Resources – Taking Action on Adolescent Literacy

(under development – will be posted on MiLit Network site)

Appendix 3: Shareholder Roles

The Family	
The Family	A student's family provides experiences and opportunities that support literacy development. Parents and other family members actively participate in the education of their family members, parent-teacher conferences, school and community literacy activities.
The PK-12 School System	
Pre-school	Early education and care programs provide effective literacy experiences and instruction so that all students meet Early Childhood Standards for Literacy. (Examples: Head Start, Great Start Readiness Programs GSRP)
LEAs	Local Education Agencies (LEAs) provide effective literacy instruction in all grades so that all students meet literacy standards as defined by the CCSS; prepare content area teachers to support and advance literacy skills of students who have mastered basic reading skills. All districts/schools develop a literacy plan that addresses the needs of all students.
ISDs/RESAs	Intermediate School Districts (ISDs) and Regional Education Service Agencies (RESAs) support and collaborate with LEAs to identify best practices, provide professional development, support data analysis and school improvement planning, develop curriculum and programs, serve as progress and compliance monitors, provide leadership development and support. They participate as active members of the regional literacy team.
RLTCs	Regional Literacy Training Centers (RLTCs) provide regional literacy leadership, convene regional literacy team meetings, develop regional literacy plans, provide professional development including MLPP training-of-trainer professional development, share plans with MiLit Leadership Management Team and MiLit Network; provide training for local literacy support classes for parents to learn how to support literacy development.
MDE	The Michigan Department of Education (MDE) will provide MiLit Leadership Management, manage MiLit Network, support/collaborate with ISDs/RESAs in providing literacy leadership, collaborate with Regional Literacy Teams, monitor/review Regional Literacy Team progress and reports, monitor current trends in literacy research and recommendations, disseminate information, and convene literacy summits.
Postsecondary Institutions	
Teacher Preparation	Provide Associate, two- and four-year (pre-service), and advanced degree programs, meet certification and endorsement requirements.
Professional Development	Develop literacy experts/leaders through inservice programs; participate on Regional literacy planning teams. Promote writing as a tool for thinking through National Writing Project initiatives at 11 research university sites.
Postsecondary Education	Meet the literacy needs of all postsecondary students, including those earning college credit while still in the K-12 system, postsecondary students in degree and certificate programs, and adult learners coming back for additional coursework or degree programs.
Research	Conduct literacy research; identify, evaluate, and recommend evidence-based practices; disseminate research findings; develop research agendas in collaboration with practitioners.
The Community	
	Public libraries and other community agencies provide programs and materials to support young children's literacy acquisition and support the literacy needs of learners of all ages and levels of education; Great Start Collaboratives promote the importance of early literacy development in every community; and Community Literacy Councils provide literacy programs for learners of all ages (e.g., Reach Out and Read); businesses, foundations, and educational advocacy and policy groups support community literacy development efforts.
Government	
SBE/MDE	The State Board of Education (SBE) and Michigan Department of Education (MDE) adopt policies that support a comprehensive literacy plan for Michigan; review, revise, and adopt literacy standards (Early Literacy, CCSS (CCR and K—12); review, revise, and adopt Teacher Preparation Standards that align with content standards and pedagogical standards (professional standards); provide a balanced assessment system for determining students' growth and proficiency (meeting standards); develop and implement a comprehensive plan for meeting state standards for literacy in all content areas.
Michigan Legislature	Adopt policies that fully support and fund a comprehensive literacy plan for Michigan. Restore funding to RLTCs.

Appendix 4: Components of an Integrated Literacy Instruction Plan Based on the CCSS*

Reading

CCSS Foundational Skills (K-5)

These foundational skills are not an end in and of themselves; rather they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will.

Print Concepts (K-1)	Develop awareness and understanding of the organization and basic features of print. Not appropriate after first grade
Phonological Awareness (K-1)	Instruct students who need it, in awareness of the sound units of speech (spoken words, syllables, and sounds (phonemes)). Limited to K-1 and ELL.
Phonics and Word Recognition (K-5)	Systematically teach students to apply grade level phonics and word analysis skills in decoding words in a way that is integrated and focused on comprehension.
Fluency (K-5) Accuracy, Rate, Prosody	Fluency is the critical link to comprehension. Fluency should be viewed as phrasing to convey meaning. Provide students with models of fluent reading, assisted reading, and motivated repeated readings (e.g., poems, performances, readers' theater) to support students in reading with sufficient accuracy and fluency to support comprehension.

Reading Standards (Reading for Literature; Reading for Informational Text)

K-5 To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential to their future success.

6-12 To become college and career ready, students must grapple with works of exceptional craft and thought whose range extends across genres, cultures, and centuries. Such works offer profound insights into the human condition and serve as models for students' own thinking and writing. Along with high-quality contemporary works, these texts should be chosen from among seminal U.S. documents, the classics of American literature, and the timeless dramas of Shakespeare. Through wide and deep reading of literature and literary nonfiction of steadily increasing sophistication, students gain a reservoir of literary and cultural knowledge, references, and images; the ability to evaluate intricate arguments; and the capacity to surmount the challenges posed by complex texts.

- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas
- Range of Reading and Level of Text Complexity

K-5 Literacy Across Content Areas

Scaffold the use of multiple forms of comprehension instruction including discussion of read-alouds, with a broad range of high-quality, increasingly challenging literary and informational texts in multiple genres; focus on developing world knowledge.

6-12 Specific Standards for ELA, History/Social Studies, Science, Technical Subjects Focus on content-area specific reading; explicit instruction in discourse structures, word use, and grammar needed for math, science, social studies, and English language arts. Students summarize, analyze, and respond critically to increasing levels of complex works of exceptional craft and thought whose range extends across genres, cultures, and centuries.

Writing Standards

K-5 To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.

6-12 For students, writing is a key means of asserting and defending claims, showing what they know about a subject, and conveying what they have experienced, imagined, thought, and felt. To be college- and career- ready writers, students must take task, purpose, and audience into careful consideration, choosing words, information, structures, and formats deliberately. They need to know how to combine elements of different kinds of writing—for example, to use narrative strategies within argument and explanation within narrative— to produce complex and nuanced writing. They need to be able to use technology strategically when creating, refining, and collaborating on writing. They have to become adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analysis of sources in a clear and cogent manner. They must have the flexibility, concentration, and fluency to produce high-quality first-draft text under a tight deadline as well as the capacity to revisit and make improvements to a piece of writing over multiple drafts when circumstances encourage or require it.

- Text Types and Purposes
- Production and Distribution of Writing
- Research to Build and Present Knowledge
- Range of Writing

K-5 Writing Across Content Areas

Writing reinforces spelling, vocabulary, comprehension, and world knowledge. Engage students in actively writing in a rich literacy program with increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and addressing increasingly demanding content and sources.

6-12 Specific Standards for ELA and for Writing in History, Social Studies, and Science

Use writing to communicate, organize thinking, respond to readings, deepen comprehension, and to practice academic language. Develop writing as a key means of asserting and defending claims, demonstrating content knowledge, and conveying experiences (real, imagined, thought, or felt).

Speaking and Listening Standards

K-12 To become college and career ready, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner—built around important content in various domains. They must be able to contribute appropriately to these conversations, to make comparisons and contrasts, and to analyze and synthesize a multitude of ideas in accordance with the standards of evidence appropriate to a particular discipline. Whatever their intended major or profession, high school graduates will depend heavily on their ability to listen attentively to others so that they are able to build on others' meritorious ideas while expressing their own clearly and persuasively.

New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.

The Internet has accelerated the speed at which connections between speaking, listening, reading, and writing can be made, requiring that students be ready to use these modalities nearly simultaneously. Technology itself is changing quickly, creating a new urgency for students to be adaptable in response to change.

- Comprehension and Collaboration
- Presentation of Knowledge and Ideas

K-3 Speaking and Listening

Develop oral language as a goal in its own right; also use as mechanism for developing comprehension to be applied to literate contexts.

K-12 Speaking and Listening

Promote conversation to compare, contrast, analyze, and synthesize ideas; to evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric; and to present information and findings.

Language Standards

K-5 To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shadings of meaning, and relationships to other words; and expand their vocabulary in the course of studying content.

6-12 To be college and career ready in language, students must have firm control over the conventions of standard English. At the same time, they must come to appreciate that language is as at least as much a matter of craft as of rules and be able to choose words, syntax, and punctuation to express themselves and achieve particular functions and rhetorical effects. They must also have extensive vocabularies, built through reading and study, enabling them to comprehend complex texts and engage in purposeful writing about and conversations around content. They need to become skilled in determining or clarifying the meaning of words and phrases they encounter, choosing flexibly from an array of strategies to aid them. They must learn to see an individual word as part of a network of other words—words, for example, that have similar denotations but different connotations.

K-12 The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.

- Conventions of Standard English
- Knowledge of Language (Oral Language)
- Vocabulary Acquisition and Use

K-3 Language

Develop oral language as a goal in its own right; also use as mechanism for developing comprehension to be applied to literate contexts. Encourage active use of newly taught words through read-alouds and discussions. Require systematic, daily, tiered instruction linked to spelling, writing, and concept development.

4-12 Language

Continue to develop oral language and develop performance (academic talk, discourse skills) and use of discussion to communicate, organize thinking, respond to readings, and deepen comprehension.

Expand vocabulary instruction to focus on academic, technical, and domain-specific vocabulary, polysemy, etymology, and morphological analysis; develop an understanding of figurative language, word relationships, and nuances in word meanings.

Assessment

Assessment

K-3 Assessment

Use an array of assessments designed to help in differentiating instruction, guiding instruction, selecting texts, etc. Assess all CCSS components.

4-12 Assessment

Use literacy assessments needed to assign struggling students to appropriate interventions and monitor progress.

Assess fluency and provide repeated reading practice if necessary to support students in reading and comprehending complex literary and informational texts independently and proficiently.

Assess all CCSS components.

* Chart adapted to include CCSS and Time to Act Recommendations

Appendix 5: Universal Design for Learning (UDL) and Response to Intervention (RtI)

Response to Instruction – Response to Intervention (RtI)

Links to RtI Resources

Michigan RtI Framework
Add link when available

RtI 4 Success National RtI Site
http://www.rti4success.org/index.php?option=com_frontpage&Itemid=1

National Center on Response to Intervention – RtI State Database - Michigan
http://state.rti4success.org/index.php?option=com_state&stateId=126

IES Practice Guide (February 2009) Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades
http://ies.ed.gov/ncee/wwc/pdf/practiceguides/rti_reading_pg_021809.pdf
Specific recommendations to help educators identify students in need of intervention and implement evidence-based interventions to promote their reading achievement.

Tiered Interventions in High School
http://www.rti4success.org/images/stories/hstii_lessons_learned.pdf

Universal Design for Learning (UDL)

Links to UDL Resources

National Center on Universal Design for Learning
http://www.udlcenter.org/aboutudl/udlguidelines

Creating a UDL Lesson (Engage, Expand, and Encompass Through Technology – E3T)
http://e3t.org/page65/page65.html

UDL Lesson Template (MISD)
http://e3t.org/page4/assets/UDL_Lesson_Plan_Template_blank.pdf

CAST Transforming Education through Universal Design for Learning (Center for Applied Special Technology)
http://www.cast.org/

Appendix 6 : Historical Background and Status of Michigan Literacy

Historical Background of Michigan Literacy

Michigan has a rich history of valuing and supporting literacy. In 1985, collaborative efforts by MDE and Michigan educators produced Michigan's New Definition of Reading (Wixson, et.al. 1987), which continues as a basis for our expanding view of literacy and provides a conceptual foundation for educators. In 1998, Governor John Engler released a Reading Plan for Michigan (MDE, 1998) which provided READY kits for parents, and the Michigan Literacy Progress Profile (MLPP) for educators for the purpose of diagnosing, recording, and reporting the literacy progress of Pre-K through grade 3 students, and has since expanded to grades 3-6. Regional Literacy Training Centers (RLTCs) were created to build the capacity of literacy leaders and experts statewide. In 2002, Michigan implemented the literacy principles outlined in the federal Reading First Program in eligible schools with highly trained teachers, coaches, and facilitators. Grade Level Content Expectations (GLCE, 2004) and High School Content Expectations (HSCE, 2006) were developed and adopted by the State Board of Education (SBE) as the curricular standards for Michigan, with literacy domains at the forefront serving as assessable expectations for the MEAP and Michigan Merit Exam (MME) assessments. To ensure Michigan's students have the skills and knowledge needed for the jobs of the 21st Century global economy, in 2006, Governor Jennifer Granholm signed into law a rigorous new set of statewide graduation requirements called the Michigan Merit Curriculum (MMC). To support students in meeting these new requirements, RLTC directors, their ISD partners and MDE, developed Michigan's Mission Possible (MMP), free web-based professional development resources to identify student's literacy strengths, support literacy growth, and provide learning strategies that allow students to have greater access to content area knowledge. One goal of the MMP initiative is to provide adolescent literacy training for all middle school and high school teachers, including online courses to support CCSS implementation. The MMP resources are available at http://www.missionliteracy.com. (2009, MDE)

Status of Michigan Literacy Achievement

Current large-scale assessment data suggest that fewer than half of all Michigan students meet college and career readiness benchmarks in Grade 11 (based on ACT scores), and fewer than half of Michigan students appear to be on track for scoring as college and career ready (based on proficiency levels on NAEP Reading and Writing assessments).

Baseline data is summarized in the reports referenced here.

Statewide MEAP Results 2010

http://www.michigan.gov/documents/mde/Fall_2010_STATEWIDE_MEAP_RESULTS_349215_7.pdf

2010 MEAP Reading results suggest that 84% or more of students in Grades 3-5 score as proficient or above.
2010 MEAP Reading results suggest that 79% or more of students in Grades 6-8 score as proficient or above.

National Assessment of Educational Progress results suggest a different reality with only 30% of Grade 4 students scoring as proficient or above, and only 31% of Grade 8 students scoring as proficient or above.
Michigan's results on 2009 NAEP assessments also indicate performance gaps between racial/ethnic and socioeconomic status student groups.

NAEP Michigan Snapshot Reports

http://nces.ed.gov/nationsreportcard/states/

NAEP Reading Grade 4 2009

http://nces.ed.gov/nationsreportcard/pdf/stt2009/2010460MI4.pdf

In 2009, 30% scored at or above Proficient; 64% scored at or above Basic; 36% scored below Basic.
Michigan's average score in Grade 4 Reading in 2009 was lower than those in 26 states/jurisdictions; rank ~ 27th.

NAEP Reading Grade 8 2009

http://nces.ed.gov/nationsreportcard/pdf/stt2009/2010460MI8.pdf

In 2009, 31% scored at or above Proficient; 72% scored at or above Basic; 28% scored below Basic.

Michigan's average score for Grade 8 Reading in 2009 was lower than those in 25 states/jurisdictions; rank ~ 26th, up from 32nd in 2007.

NAEP Writing Grade 4 2002

http://nces.ed.gov/nationsreportcard/pdf/stt2002/writing/2003532MI4.PDF

In 2002, 19% scored at or above Proficient in 2002; 84% scored at or above Basic; 16% scored below Basic.

Michigan's average scale score in Grade 4 Writing in 2002 was lower than those in 22 jurisdictions; rank ~ 23rd.

NAEP Writing Grade 8 2007

http://nces.ed.gov/nationsreportcard/pdf/stt2007/2008470MI8.PDF

In 2007, 27% scored at or above Proficient; 86% scored at or above Basic; 14% scored below Basic.

Michigan's average scale score in Grade 8 Writing in 2007 was lower than those in 23 jurisdictions; rank ~ 24th.

In all NAEP Reading and Writing results included in these snapshot reports, Michigan exhibited significant gaps in scores by race and ethnicity.

2010 MME Results

http://www.michigan.gov/documents/mde/MME_Statewide_Results_Chart_-_Spring_2010_328533_7.pdf

In 2010, 65% of Grade 11 students scored at or above Proficient on MME Reading; up from 60% in 2009.

In 2010, 44% of Grade 11 students scored at or above Proficient on MME Writing; no change from 44% in 2009.

Meeting ACT College and Career Readiness Benchmarks

The Condition of College and Career Readiness Michigan's Class of 2010

http://act.org/news/data/10/pdf/readiness/CCCR_Michigan.pdf?utm_campaign=cccr10&utm_source=data10&utm_medium=web

19% of ACT-tested Michigan 2010 high school graduates met all 4 College and Career Readiness Benchmarks.

56% met the ACT English Benchmark Score (18); 33% met the ACT Mathematics Benchmark Score (22); 40% met the ACT Reading Benchmark Score (21); and 25% met the ACT Science Benchmark Score (24).

Links to Literacy Assessment Data

EdTrust Midwest 2011 Report
Becoming a Leader in Education: An Agenda for Michigan
(2011 Report comparing 2009 NAEP and MEAP data)

http://www.edtrust.org/midwest/publication/becoming-a-leader-in-education-an-agenda-for-michigan

NAEP Report
http://nces.ed.gov/nationsreportcard/states/

MEAP Report
http://www.michigan.gov/documents/mde/Fall_2010_STATEWIDE_MEAP_RESULTS_349215_7.pdf

ACT Report
http://www.act.org/news/data/09/pdf/states/Michigan.pdf

Michigan Merit Exam Report
http://www.michigan.gov/documents/mde/MME_Statewide_Results_Chart__Spring_2010_328533_7.pdf

NAEP TUDA Detroit Report
http://nces.ed.gov/nationsreportcard/pdf/dst2009/2010459.pdf

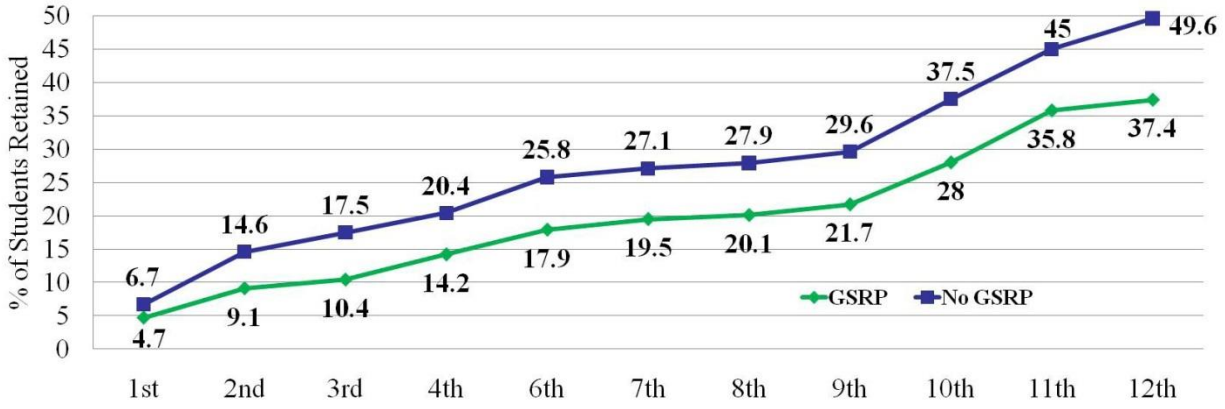
EdTrust Education Watch State Report
(2009 Report comparing 2007 NAEP and MEAP data)
http://www.edtrust.org/sites/edtrust.org/files/Michigan_0.pdf

Summary of Great Start Readiness Program Evaluation Findings 1995 – 2011

Results come from data collected from a cohort of 596 children (338 GSRP graduates 258 non GSRP) from six districts followed from kindergarten through 12th grade and from a sample of 865 children (384 GSRP and 481 non GSRP) assessed in preschool or kindergarten. The data provide evidence of both short and long-term impacts of GSRP attendance on student outcomes.

GSRP graduates have had a significantly lower rate of grade retention than the non-GSRP students.

Figure 1. GSRP vs. Non-GSRP Percent Ever Retained by Grade (n = 558)



- Kindergarten teachers consistently rated GSRP graduates as being more advanced in being imaginative and creative, showing initiative, retaining learning, completing assignments, and good attendance (Florian et al, 1997).
- At kindergarten entry, GSRP attendance produced statistically significant positive effects on early math and print awareness scores (Barnett et al, 2007).
- Second grade teachers rated GSRP graduates higher on being ready to learn, able to retain learning, maintaining good attendance, and having an interest in school.
- A higher percentage of fourth grade GSRP students passed the MEAP as compared to non GSRP students (55.1% vs. 47.4% for math and 44% vs. 35.35% for reading) (Xiang & Schweinhart, 2002).
- GSRP boys were less likely to be retained in grade and took more 7th grade math courses than non GSRP boys (Malofeeva et al, 2007).
- GSRP children of color were less likely to be retained than their peers who did not attend GSRP and took more math courses in 8th grade (Malofeeva et al, 2007).
- **GSRP graduates were 85% more likely to graduate on time** (Daniel-Echols et al, 2011).
- **Girls who attended GSRP were 73% more likely to graduate high school than girls who did not attend GSRP** (Daniel-Echols et al, 2011).

- **Children of color who attended GSRP were nearly 3 times more likely to graduate on time or be at a higher level of achievement after 13 years of schooling than children of color who did not attend GSRP** (Daniel-Echols et al, 2011).

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Appendix 7: Links to State Standards Documents

Michigan's Early Childhood Standards of Quality for Infant and Toddler Care Programs
http://www.michigan.gov/documents/mde/ECSQ-IT_Final_180649_7.pdf

Early Childhood Standards of Quality for Prekindergarten
http://www.michigan.gov/documents/Early_Childhood_Standards_of_Quality_160470_7.PDF

Common Core State Standards
http://corestandards.org/the-standards

Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects
http://corestandards.org/assets/CCSSI_ELA%20Standards.pdf

English Language Proficiency Standards for K-12 Schools
http://michigan.gov/documents/English_Language_Proficiency_K-12_Standards_103705_7.pdf

Professional Standards for Michigan Teaches (PSMT), May 2008
http://michigan.gov/mde/0,1607,7-140-6530_5683_14795---,00.html

Teacher Preparation Standards Approved by the Michigan State Board of Education
http://www.michigan.gov/mde/0,1607,7-140-6530_5683_6368-33443--,00.html

Certification Standards for the Preparation of all Secondary Teachers in Reading Instruction
http://www.lssu.edu/academics/arts_letters_ss/education/Reading%20Review/Preface%20to%20Standards%20for%20the%20Preparation%20of%20all%20Secondary%20Teachers.htm

American Association of School Librarians Standards for the 21st-Century Learner
http://www.ala.org/ala/mgrps/divs/aasl/guidelinesandstandards/learningstandards/AASL_Learning_Standards_2007.pdf

Michigan Adult Education Standards
http://www.michigan.gov/mdcd/0,1607,7-122-1680_2798_43725---,00.html

Revised IRA Standards for Reading Professionals 2010
http://www.reading.org/General/CurrentResearch/Standards/ProfessionalStandards2010.aspx

Appendix 8: Research and Policy Recommendations

Birth to Age 8

Where We Stand on Curriculum, Assessment, and Program Evaluation

A Position Statement of the National Association for the Education of Young Children (NAEYC) and National Association of Early Childhood Specialists in State Departments of Education (NAECS/SDE)
http://www.naeyc.org/files/naeyc/file/positions/StandCurrAss.pdf

Kindergarten to Grade 3

IES Practice Guide
Improving Reading Comprehension in Kindergarten through 3rd Grade
http://ies.ed.gov/ncee/wwc/pdf/practiceguides/readingcomp_pg_092810.pdf

Five recommendations for improving reading comprehension and provides strategies for implementing the recommendations.

IES Practice Guide
Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades
http://ies.ed.gov/ncee/wwc/pdf/practiceguides/rti_reading_pg_021809.pdf

Specific recommendations to help educators identify students in need of intervention and implement evidence-based interventions to promote their reading achievement.

Double Joepardy: How Third-Grade Reading Skills and Poverty Influence High School Graduation
http://www.aecf.org/~/media/Pubs/Topics/Education/Other/DoubleJeopardyHowThirdGradeReadingSkillsandPovery/DoubleJeopardyReport040511FINAL.pdf

Hernandez, D. (2011) Anne E. Casey Foundation

IES Practice Guide – Organizing Instruction and Study to Improve Student Learning
http://ies.ed.gov/ncee/wwc/pdf/practiceguides/20072004.pdf

Adolescent Literacy (Grades 4-12)

IES Practice Guide
Improving Adolescent Literacy: Effective Classroom and Intervention Practices
http://ies.ed.gov/ncee/wwc/pdf/practiceguides/adlit_pg_082608.pdf

Five recommendations for improving adolescent literacy and provides strategies for implementing the recommendations.

Time to Act: An Agenda for Advancing Adolescent Literacy for College and Career Success
http://carnegie.org/fileadmin/Media/Publications/PDF/tta_Main.pdf

Reading Next – A Vision for Action and Research in Middle and High School Literacy: A Report to the Carnegie Corporation of New York
http://www.all4ed.org/files/ReadingNext.pdf

Describes fifteen elements of effective adolescent literacy programs.

Writing Next: Effective Strategies to Improve Writing of Adolescents in Middle and High School
http://www.all4ed.org/files/WritingNext.pdf

Emphasizes the need to integrate writing skill development into adolescent literacy instruction and details eleven key elements that can be combined in flexible ways to strengthen literacy development for middle and high school students.

Writing to Read: Evidence of How Writing Can Improve Reading
http://carnegie.org/fileadmin/Media/Publications/WritingToRead_01.pdf

Writing to Read builds on Writing Next by providing evidence for how writing can improve reading. It describes the ability to read, comprehend, and write— the ability to organize information into knowledge—as tantamount to a survival skill and recommends a cluster of closely related writing practices shown to be effective in improving students' reading.

Framework for Success in Postsecondary Writing
http://wpacouncil.org/files/framework-for-success-postsecondary-writing.pdf

This Framework describes the rhetorical and twenty-first-century skills as well as habits of mind and experiences that are critical for college success.

Adolescents and Literacy: Reading for the 21st Century (Kamil, Alliance for Excellent Education, 2003)
http://www.all4ed.org/files/archive/publications/AdolescentsAndLiteracy.pdf

Examines the reliable, empirical research that existed in 2003 on how to improve the literacy of children in grades 4-12. After describing the adolescent literacy crisis, the available research, and the need for additional research, Kamil shares four general conclusions embraced in the MiLit Plan.

Guidelines for Teaching Middle and High School Students to Read and Write Well: Six Features of Effective Instruction
(Langer, National Research Center on Learning and Achievement, 2000)
http://cela.albany.edu/publication/brochure/guidelines.pdf

NCTE Adolescent Literacy Policy Recommendations (2007)
http://www.ncte.org/library/NCTEFiles/Resources/PolicyResearch/AdolLitResearchBrief.pdf

Implementing the CCSS

Publisher's Criteria for the CCSS in ELA and Literacy, Grades K-2 and 3-12
Coleman, D. and Pimental, S. (2011).

Developed by the authors of the CCSS, these criteria are designed to guide publishers and curriculum developers as they work to ensure alignment with the Standards in English language arts (ELA) and literacy for history/social studies, science and technical subjects.

The criteria… concentrate on the most significant elements of the CCSS and lay out their implications for aligning materials with the standards. These guidelines are not meant to dictate classroom practice, but rather to ensure that teachers receive effective tools. They are intended to direct curriculum developers and publishers to be purposeful and strategic both in what to include and what to exclude in instructional materials. By underscoring what matters most in the standards, the criteria illustrate what shifts must take place in the next generation of curricula, including paring away elements that distract or are at odds with the CCSS[66].

[66] Summary documents included here; links to the full Publishers' Criteria documents are posted on the MDE ELA webpage http://www.michigan.gov/mde/0,1607,7-140-28753_38684_28758---,00.html

Reading Between the Lines: What the ACT Reveals about College and Career Readiness in Reading
http://www.act.org/research/policymakers/pdf/reading_report.pdf

Literacy Plan Development

Improving Adolescent Literacy: A Trends in America Special Report
The Council of State Governments summarized the findings and recommendations of recent research and policy reports, including Time to Act: An Agenda for Advancing Adolescent Literacy for College and Career Success; Reading to Achieve: A Governor's Guide to Adolescent Literacy; and From Policy to Practice: Improving Adolescent Literacy for All Students.
http://www.csg.org/policy/documents/TIA_FocusOn_AdolescentLiteracy.pdf

From State Policy to Classroom Practice: Improving Literacy Instruction for All Students
http://www.nasbe.org/index.php/educational-issues/all-educational-issues/func-finishdown/219/

The NASBE report explains how states and districts can exercise policy levers and leadership to generate improvement in literacy instruction. It describes the problem of low literacy levels, effective literacy instruction, and issues regarding resistance to change; promotes implementing a comprehensive, state-local approach to improving literacy instruction; and recommends state action steps to improve adolescent literacy and drive instructional improvements in the classroom.

Reading to Achieve: A Governor's Guide to Adolescent Literacy
http://www.nga.org/Files/pdf/0510GOVGUIDELITERACY.PDF

The NGA report identifies five essential steps for improving adolescent literacy.

Adolescent Literacy Walk-through for Principals: A Guide for Instructional Leaders
http://centeroninstruction.org/files/Adol%20Lit%20Walk%20Through.pdf

Birth to Kindergarten

Where We Stand on Curriculum, Assessment, and Program Evaluation
A Position Statement of the National Association for the Education of Young Children (NAEYC) and National Association of Early Childhood Specialists in State Departments of Education (NAECS/SDE)
http://www.naeyc.org/files/naeyc/file/positions/StandCurrAss.pdf

Curriculum
Implement curriculum that is thoughtfully planned, challenging, engaging, developmentally appropriate, culturally and linguistically responsive, comprehensive, and likely to promote positive outcomes for all young children.

Indicators of effective curriculum

- Children are active and engaged.
- Goals are clear and shared by all.
- Curriculum is evidence-based.
- Valued content is learned through investigation and focused, intentional teaching.
- Curriculum builds on prior learning and experiences.
- Curriculum is comprehensive.
- Professional standards validate the curriculum's subject-matter content.
- The curriculum is likely to benefit children.

Assessment
Make ethical, appropriate, valid, and reliable assessment a central part of all early childhood programs. To best assess young children's strengths, progress, and needs, use assessment methods that are developmentally ap¬propriate, culturally and linguistically responsive, tied to children's daily activities, supported by professional development, inclusive of families, and connected to specific, beneficial purposes. The purposes of doing as¬sessment are: (1) making sound decisions about teach¬ing and learning, (2) identifying significant concerns that may require focused intervention for individual children, and (3) helping programs improve their educational and developmental interventions.

Indicators of effective assessment practices

- Ethical principles guide assessment practices.
- Assessment instruments are used for their intended purposes.
- Assessments are appropriate for ages and other characteristics of children being assessed.
- Assessment instruments are in compliance with professional criteria for quality.
- What is assessed is developmentally and educationally significant.
- Assessment evidence is used to understand and improve learning.
- Assessment evidence is gathered from realistic settings and situations that reflect children's actual performance.
- Assessments use multiple sources of evidence gathered over time.
- Screening is always linked to follow-up.
- Use of individually administered, norm-referenced tests is limited.
- Staff and families are knowledgeable about assessment.

Program Evaluation and Accountability
Regularly evaluate early childhood programs in light of program goals, using varied, appropriate, and conceptually and technically sound evidence to determine the extent to which programs meet the expected standards of quality and to examine intended as well as unintended results.

Indicators of effective program evaluation and accountability

- Evaluation is used for continuous improvement.
- Goals become guide for evaluation.
- Comprehensive goals are used.
- Evaluations use valid designs.
- Multiple sources of data are available.
- Sampling is used when assessing individual children as part of large-scale program evaluation.
- Safeguards are in place if standardized tests are used as part of evaluations.
- Children's gains over time are emphasized.
- Well-trained individuals conduct evaluations.
- Evaluation results are publicly shared.

Kindergarten to Grade 3

IES Practice Guide
Improving Reading Comprehension in Kindergarten through 3rd Grade
http://ies.ed.gov/ncee/wwc/pdf/practiceguides/readingcomp_pg_092810.pdf

This IES Practice Guide makes 5 recommendations for improving reading comprehension and provides strategies for implementing the recommendations.

Recommendation 1
Teach students how to use reading comprehension strategies.

- Teach students how to use several research-based reading comprehension strategies.
- Teach reading comprehension strategies individually or in combination.
- Teach reading comprehension strategies by using a gradual release of responsibility.

Recommendation 2
Teach students to identify and use the text's organizational structure to comprehend, learn, and remember content.

- Explain how to identify and connect the parts of narrative texts.
- Provide instruction on common structures of informational texts.

Recommendation 3
Guide students through focused, high-quality discussion on the meaning of text.

- Structure the discussion to complement the text, the instructional purpose, and the readers' ability and grade level.
- Develop discussion questions that require students to think deeply about text.
- Ask follow-up questions to encourage and facilitate discussion.
- Have students lead structured small-group discussions.

Recommendation 4
Select texts purposefully to support comprehension development.

- Teach reading comprehension with multiple genres of text.
- Choose texts of high quality with richness and depth of ideas and information.
- Choose texts with word recognition and comprehension difficulty appropriate for the students' reading ability and the instructional activity.
- Use texts that support the purpose of instruction.

Recommendation 5
Establish an engaging and motivating context in which to teach reading comprehension.

- Help students discover the purpose and benefits of reading.
- Create opportunities for students to see themselves as successful readers.
- Give students reading choices.
- Give students the opportunity to learn by collaborating with their peers.

IES Practice Guide
Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades
http://ies.ed.gov/ncee/wwc/pdf/practiceguides/rti_reading_pg_021809.pdf

Specific recommendations to help educators identify students in need of intervention and implement evidence-based interventions to promote their reading achievement.

Recommendation 1
Screen all students for potential reading problems at the beginning of the year and again in the middle of the year. Regularly monitor the progress of students who are at elevated risk for developing reading disabilities.

- Create a building-level team to facilitate the implementation of universal screening and progress monitoring.
- Select a set of efficient screening measures that identify children at risk for poor reading outcomes with reasonable degrees of accuracy.
- Use benchmarks or growth rates (or a combination of the two) to identify children at low, moderate, or high risk for developing reading difficulties.15

Recommendation 2
Provide differentiated reading instruction for all students based on assessments of students' current reading levels (tier 1).

- Provide training for teachers on how to collect and interpret student data on reading efficiently and reliably.
- Develop data-driven decision rules for providing differentiated instruction to students at varied reading proficiency levels for part of the day.
- Differentiate instruction—including varying time, content, and degree of support and scaffolding—based on students' assessed skills.

Recommendation 3
Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening. Typically, these groups meet between three and five times a week for 20 to 40 minutes (tier 2).

- Use a curriculum that addresses the components of reading instruction (comprehension, fluency, phonemic awareness, phonics, and vocabulary) and relates to students' needs and developmental levels.
- Implement this program three to five times a week, for approximately 20 to 40 minutes.
- Build skills gradually and provide a high level of teacher-student interaction with opportunities for practice and feedback.

Recommendation 4

Monitor the progress of tier 2 students at least once a month. Use these data to determine whether students still require intervention. For those students still making insufficient progress, schoolwide teams should design a tier 3 intervention plan.

- Monitor progress of tier 2 students on a regular basis using grade appropriate measures. Progress monitoring should occur at least eight times during the school year.
- While providing tier 2 instruction, use progress monitoring data to identify students needing additional instruction.
- Consider using progress monitoring data to regroup tier 2 students approximately every six weeks.

Recommendation 5

Provide intensive instruction on a daily basis that promotes the development of the various components of reading proficiency to students who show minimal progress after reasonable time in tier 2 small group instruction (tier 3).

- Implement concentrated instruction that is focused on a small but targeted set of reading skills.
- Adjust the overall lesson pace.
- Schedule multiple and extended instructional sessions daily.
- Include opportunities for extensive practice and high-quality feedback with one-on-one instruction.
- Plan and individualize tier 3 instruction using input from a school-based RtI team.
- Ensure that tier 3 students master a reading skill or strategy before moving on.

Double Jeopardy: How Third-Grade Reading Skills and Poverty Influence High School Graduation

http://www.aecf.org/~/media/Pubs/Topics/Education/Other/DoubleJeopardyHowThirdGradeReadingSkillsandPovery/DoubleJeopardyReport040511FINAL.pdf

Hernandez, D. (2011) Anne E. Casey Foundation

The findings include

- One in six children who are not reading proficiently in third grade do not graduate from high school on time, a rate four times greater than that for proficient readers.
- The rates are highest for the low, below-basic readers: 23 percent of these children drop out or fail to finish high school on time, compared to 9 percent of children with basic reading skills and 4 percent of proficient readers.
- Overall, 22 percent of children who have lived in poverty do not graduate from high school, compared to 6 percent of those who have never been poor. This rises to 32 percent for students spending more than half of their childhood in poverty.
- For children who were poor for at least a year *and* were not reading proficiently in third grade, the proportion that did not finish school rose to 26 percent. That's more than six times the rate for all proficient readers.
- The rate was highest for poor Black and Hispanic students, at 31 and 33 percent respectively—or about eight times the rate for all proficient readers.
- Even among poor children who were proficient readers in third grade, 11 percent still didn't finish high school. That compares to 9 percent of subpar third grade readers who have never been poor.
- Among children who never lived in poverty, all but 2 percent of the best third- grade readers graduated from high school on time.
- Graduation rates for Black and Hispanic students who were not proficient readers in third grade lagged far behind those for White students with the same reading skills.

IES Practice Guide
Organizing Instruction and Study to Improve Student Learning
http://ies.ed.gov/ncee/wwc/pdf/practiceguides/20072004.pdf

Recommendation 1
Space learning over time.

- Identify key concepts, terms, and skills to be taught and learned.
- Arrange for students to be exposed to each main element of material on at least two occasions, separated by a period of at least several weeks—and preferably several months.
- Arrange homework, quizzes, and exams in a way that promotes delayed reviewing of important course content.

Recommendation 2
Interleave worked example solutions with problem-solving exercises.

- Have students alternate between reading already worked solutions and trying to solve problems on their own.
- As students develop greater expertise, reduce the number of worked examples provided and increase the number of problems that students solve independently.

Recommendation 3
Combine graphics with verbal descriptions.

- Use graphical presentations (e.g., graphs, figures) that illustrate key processes and procedures. This integration leads to better learning than simply presenting text alone.
- When possible, present the verbal description in an audio format rather than as written text. Students can then use visual and auditory processing capacities of the brain separately rather than potentially overloading the visual processing capacity by viewing both the visualization and the written text.

Recommendation 4
Connect and integrate abstract and concrete representations of concepts.

- Connect and integrate abstract and concrete representations of concepts, making sure to highlight the relevant features across all forms of the representation.

Recommendation 5

Use quizzing to promote learning.

- Prepare pre-questions, and require students to answer the questions, before introducing a new topic.
- Use quizzes for retrieval practice and spaced exposure, thereby reducing forgetting.
- Use game-like quizzes as a fun way to provide additional exposure to material.

Recommendation 6
Help students allocate study time efficiently.

- Conduct regular study sessions where students are taught how to judge whether or not they have learned key concepts in order to promote effective study habits.
- Teach students that the best time to figure out if they have learned something is not immediately after they have finished studying, but rather after a delay. Only after some time away from the material will they be able to determine if the key concepts are well learned or require further study.
- Remind students to complete judgments of learning without the answers in front of them.
- Teach students how to use these delayed judgments of learning techniques after completing assigned reading materials, as well as when they are studying for tests.

- Use quizzes to alert learners to which items are not well learned.
- Provide corrective feedback to students, or show students where to find the answers to questions, when they are not able to generate correct answers independently.

Recommendation 7
Ask deep explanatory questions.

- Encourage students to "think aloud" in speaking or writing their explanations as they study; feedback is beneficial.
- Ask deep questions when teaching, and provide students with opportunities to answer deep questions, such as: What caused Y? How did X occur? What if? How does X compare to Y?
- Challenge students with problems that stimulate thought, encourage explanations, and support the consideration of deep questions.

Adolescent Literacy (Grades 4-12)

IES Practice Guide
Improving Adolescent Literacy: Effective Classroom and Intervention Practices
http://ies.ed.gov/ncee/wwc/pdf/practiceguides/adlit_pg_082608.pdf

This IES Practice Guide makes 5 recommendations for improving adolescent literacy and provides strategies for implementing the recommendations.

Recommendation 1
Provide explicit vocabulary instruction.

- Dedicate a portion of regular classroom lessons to explicit vocabulary instruction.
- Provide repeated exposure to new words in multiple contexts, and allow sufficient practice sessions in vocabulary instruction.
- Give sufficient opportunities to use new vocabulary in a variety of contexts through activities such as discussion, writing, and extended reading.
- Provide students with strategies to make them independent vocabulary learners.

Recommendation 2
Provide direct and explicit comprehension strategy instruction.

- Select carefully the text to use when beginning to teach a given strategy.
- Show students how to apply the strategies they are learning to different texts.
- Make sure that the text is appropriate for the reading level of students.
- Use a direct and explicit instruction lesson plan for teaching students how to use comprehension strategies.
- Provide the appropriate amount of guided practice depending on the difficulty level of the strategies that students are learning.
- Talk about comprehension strategies while teaching them.

Recommendation 3
Provide opportunities for extended discussion of text meaning and interpretation.

- Carefully prepare for the discussion by selecting engaging materials and developing stimulating questions.
- Ask follow-up questions that help provide continuity and extend the discussion.
- Provide a task or discussion format that students can follow when they discuss text in small groups.
- Develop and practice the use of a specific "discussion protocol."

Recommendation 4
Increase student motivation and engagement in literacy learning.

- Establish meaningful and engaging content learning goals around the essential ideas of a discipline as well as around the specific learning processes used to access those ideas.
- Provide a positive learning environment that promotes student autonomy in learning.
- Make literacy experiences more relevant to student interests, everyday life, or important current events.
- Build classroom conditions to promote higher reading engagement and conceptual learning through such strategies as goal setting, self-directed learning, and collaborative learning.

Recommendation 5
Make available intensive individualized interventions for struggling readers that can be provided by qualified specialists.

- Use reliable screening assessments to identify students with reading difficulties and follow up with formal and informal assessments to pinpoint each student's instructional needs.
- Select an intervention that provides an explicit instructional focus to meet each student's identified learning needs.
- Provide interventions where intensiveness matches student needs: the greater the instructional need, the more intensive the intervention. Assuming a high level of instructional quality, the intensity of interventions is related most directly to the size of instructional groups and amount of instructional time.

Time to Act: An Agenda for Advancing Adolescent Literacy for College and Career Success
http://carnegie.org/fileadmin/Media/Publications/PDF/tta_Main.pdf

The report describes a vision of literacy for all. Time to Act calls for ensuring "that all students receive the support they need for active citizenship, college and career readiness, gainful employment in the global knowledge economy, and lifelong learning." Time to Act calls for comprehensive literacy instruction that addresses all components of the CCSS, including building a strong foundation in reading comprehension and fluency, writing, oral language, and vocabulary during the K-3 years; continuing with literacy instruction through grade 12; to reach college and career readiness as described in the CCSS. The report incorporates the findings and recommendations of three recent reports to the Carnegie Corporation, Reading Next (Biancarosa, 2004), Writing Next (Graham, 2007), and Writing to Read (Graham, 2010).

Reading Next – A Vision for Action and Research in Middle and High School Literacy: A Report to the Carnegie Corporation of New York
http://www.all4ed.org/files/ReadingNext.pdf

Describes fifteen elements of effective adolescent literacy programs:

- direct, explicit comprehension instruction
- effective instructional principles embedded in content
- motivation and self-directed learning
- text-based collaborative learning
- strategic tutoring
- diverse texts
- intensive writing
- a technology component
- ongoing formative assessment of students
- extended time for literacy
- professional development

- ongoing summative assessment of students and program
- teacher teams
- leadership
- a comprehensive and coordinated literacy program

Writing Next: Effective Strategies to Improve Writing of Adolescents in Middle and High School
http://www.all4ed.org/files/WritingNext.pdf

This report emphasizes the need to integrate writing skill development into adolescent literacy instruction. It details eleven key elements that can be combined in flexible ways to strengthen literacy development for middle and high school students.

Eleven Elements of Effective Adolescent Writing Instruction

- Teaching writing strategies
- Systematically teaching summarization
- Employing collaborative writing instruction
- Setting specific product goals
- Using word processing and technology as instructional supports for writing
- Teaching sentences combining and strategies for constructing more complex, sophisticated sentences
- Using prewriting to generate and organize ideas
- Engaging students in inquiry activities to analyze data and develop ideas
- Incorporating a process writing approach
- Studying models of good writing (mentor texts)
- Using writing as a tool for learning content material

Writing to Read: Evidence of How Writing Can Improve Reading
http://carnegie.org/fileadmin/Media/Publications/WritingToRead_01.pdf

Writing to Read builds on Writing Next by providing evidence for how writing can improve reading. It describes the ability to read, comprehend, and write— the ability to organize information into knowledge—as tantamount to a survival skill and recommends a cluster of closely related writing practices shown to be effective in improving students' reading.

Recommendation 1
Have students write about the texts they read – Text comprehension is improved when students write about what they read.

- Respond to a text in writing
- Write text summaries
- Write notes about a text
- Answer questions about a text in writing, or create and answer written questions about a text

Recommendation 2
Teach students the writing skills and processes that go into creating text – Students' reading skills and comprehension are improved by learning the skills and processes that go into creating text, specifically when teachers

- Teach the process of writing, text structures for writing, paragraph or sentence construction
- Teach spelling and sentence construction skills (improves reading fluency)
- Teach spelling skills (improves word reading skills)

Recommendation 3
Increase how much students write – Students' reading comprehension is improved by having them increase how often they produce their own texts.

Framework for Success in Postsecondary Writing
http://wpacouncil.org/files/framework-for-success-postsecondary-writing.pdf

This Framework describes the rhetorical and twenty-first-century skills as well as habits of mind and experiences that are critical for college success. Based in current research in writing and writing pedagogy, the Framework was written and reviewed by two- and four-year college and high school writing faculty nationwide and is endorsed by the Council of Writing Program Administrators, the National Council of Teachers of English, and the National Writing Project.

Habits of mind refers to ways of approaching learning that are both intellectual and practical and that will support students' success in a variety of fields and disciplines. The Framework identifies eight habits of mind essential for success in college writing:

- Curiosity – the desire to know more about the world.
- Openness – the willingness to consider new ways of being and thinking in the world.
- Engagement – a sense of investment and involvement in learning.
- Creativity – the ability to use novel approaches for generating, investigating, and representing ideas.
- Persistence – the ability to sustain interest in and attention to short- and long-term projects.
- Responsibility – the ability to take ownership of one's actions and understand the consequences of those actions for oneself and others.
- Flexibility – the ability to adapt to situations, expectations, or demands.
- Metacognition – the ability to reflect on one's own thinking as well as on the individual and cultural processes used to structure knowledge.

The Framework then explains how teachers can foster these habits of mind through **writing, reading, and critical analysis** experiences. These experiences aim to develop students'

- Rhetorical knowledge – the ability to analyze and act on understandings of audiences, purposes, and contexts in creating and comprehending texts;
- Critical thinking – the ability to analyze a situation or text and make thoughtful decisions based on that analysis, through writing, reading, and research;
- Writing processes – multiple strategies to approach and undertake writing and research;
- Knowledge of conventions – the formal and informal guidelines that define what is considered to be correct and appropriate, or incorrect and inappropriate, in a piece of writing; and
- Abilities to compose in multiple environments – from using traditional pen and paper to electronic technologies.

Adolescents and Literacy: Reading for the 21st Century (Kamil, Alliance for Excellent Education, 2003)
http://www.all4ed.org/files/archive/publications/AdolescentsAndLiteracy.pdf

In this Alliance for Excellent Education report, Kamil examines the reliable, empirical research that existed in 2003 on how to improve the literacy of children in grades 4-12. After describing the adolescent literacy crisis, the available research, and the need for additional research, Kamil shares four general conclusions embraced in the MiLit Plan:

- Methods of maximizing motivation and engagement in adolescents should be a major focus when designing adolescent literacy programs. One such focus should include the integration of computer technologies into literacy instruction.

- While the focus of much concern in adolescent literacy is on comprehension, at least 10 percent of adolescents still have difficulties with word analysis and related skills. Therefore, policies should encourage the careful assessment of reading skills to be certain that individualized instruction is provided to each student.
- English language learners face additional, unique challenges. Policies that guide instruction need to reflect the research that examines the transfer from first language to second language and English as a Second Language (ESL) teaching strategies.
- Research shows that a teacher's professional development can positively affect student achievement, which is sufficiently suggestive to warrant policies that encourage sustained, imbedded professional development for teachers in secondary schools.

Guidelines for Teaching Middle and High School Students to Read and Write Well: Six Features of Effective Instruction
(Langer, National Research Center on Learning and Achievement, 2000)
http://cela.albany.edu/publication/brochure/guidelines.pdf

Describes six interrelated features of instruction that make a difference in student performance. The researchers found that higher performing schools exhibited all six characteristics and stressed that "although addressing one feature may bring about improved student performance, it is the integration of all the features that will effect the most improvement."

- Students learn skills and knowledge in multiple lesson types.
- Teachers integrate test preparation into instruction.
- Teachers make connections across instruction, curriculum, and life.
- Students learn strategies for doing the work.
- Students are expected to be generative thinkers.
- Classrooms foster cognitive collaboration.

NCTE Adolescent Literacy Policy Recommendations (2007)
http://www.ncte.org/library/NCTEFiles/Resources/PolicyResearch/AdolLitResearchBrief.pdf

For teachers...

Research on the practices of highly effective adolescent literacy teachers reveals a number of common qualities. Teachers who have received recognition for their classroom work, who are typically identified as outstanding by their peers and supervisors, and whose students consistently do well on high-stakes tests share a number of qualities. These qualities, in order of importance, include the following:

1) teaching with approaches that foster critical thinking, questioning, student decision-making, and independent learning;

2) addressing the diverse needs of adolescents whose literacy abilities vary considerably;

3) possessing personal characteristics such as caring about students, being creative and collaborative, and loving to read and write;

4) developing a solid knowledge about and commitment to literacy instruction;

5) using significant quality and quantity of literacy activities including hands-on, scaffolding, mini-lessons, discussions, group work, student choice, ample feedback, and multiple forms of expression;

6) participating in ongoing professional development;

7) developing quality relationships with students; and

8) managing the classroom effectively.

For school programs…

Research on successful school programs for adolescent literacy reveals fifteen features that contribute to student achievement:

1) direct and explicit instruction;
2) effective instructional principles embedded in content;
3) motivation and self-directed learning;
4) text-based collaborative learning;
5) strategic tutoring;
6) diverse texts;
7) intensive writing;
8) technology;
9) ongoing formative assessment of students;
10) extended time for literacy;
11) long-term and continuous professional development, especially that provided by literacy coaches;
12) ongoing summative assessment of students and programs;
13) interdisciplinary teacher teams;
14) informed administrative and teacher leadership; and
15) comprehensive and coordinated literacy program.

For policymakers…

A national survey produced action steps for policymakers interested in fostering adolescent literacy. These include:

1) align the high school curriculum with postsecondary expectations so that students are well prepared for college;
2) focus state standards on the essentials for college and work readiness;
3) shape high school courses to conform with state standards;
4) establish core course requirements for high school graduation;
5) emphasize higher-level reading skills across the high school curriculum;
6) make sure students attain the skills necessary for effective writing;
7) ensure that students learn science process and inquiry skills; and
8) monitor and share information about student progress. 26

This report is produced by NCTE's James R. Squire Office of Policy Research, directed by Anne Ruggles Gere, with assistance from Laura Aull, Hannah Dickinson, Melinda McBee Orzulak, and Ebony Elizabeth Thomas, all students in the Joint Ph.D. Program in English and Education at the University of Michigan.

Implementing the CCSS

Summary of "Publishers' Criteria for the CCSS in ELA and Literacy, Grades K-2"
Coleman, D. and Pimentel, S. (August 25, 2011)

Introduction – Guide for publishers and curriculum developers; not meant to dictate classroom practice

Document Organization – This document has three parts: The first articulates criteria that should guide the teaching of reading foundations, the second details the criteria that should guide the selection of texts, and the third outlines criteria for the development of high-quality text-dependent questions and tasks so that students are able to read closely and gain knowledge from texts.

I. Key Criteria for Foundations

1. Materials must meet the needs of a wide range of students, reinforcing key lessons in concepts of print, the alphabetic principle, and other basic conventions of the English writing system.
2. Fluency should be a particular focus of materials prepared for 2nd graders. Materials should provide opportunities for repeated oral reading (in and out of classroom) with a variety of grade-level texts that can be easily implemented, including providing a framework and tools for assessing oral reading accuracy, rate, and expression.
3. Materials develop academic vocabulary prevalent in complex texts throughout reading, writing, listening, and speaking instruction.
4. Materials offer assessment opportunities that genuinely measure progress in the foundations of reading. Activities for assessment should clearly denote what standards are being emphasized, and materials should offer frequent and easily implemented assessments including systems for record keeping and follow-up. These should include a framework and tools for assessing oral reading accuracy, rate, and expression with a variety of test types when fluency in being measured.

II. Key Criteria for Text Selections

1. Texts for each grade align with the complexity requirements outlined in the standards.
2. All students, including those who are behind, have extensive opportunities to encounter and comprehend grade-level text as required by the standards.
3. Text selections are worth reading and re-reading.
4. Materials include a greater volume of informational text.
5. Additional materials markedly increase the opportunity for regular independent reading of texts that appeal to students' interests to develop both their knowledge and joy of reading.

III. Key Criteria for Questions and Tasks

1. Questions are grounded in the text and worth thinking about and answering.
2. Pre-reading activities start with the text itself.
3. Rather than focusing on general strategies and questions disconnected from texts, strategies and questions are cultivated in the context of reading specific texts.
4. Reading selections are by design centrally located within materials.
5. Materials offer assessment opportunities that genuinely measure progress.

Conclusion: Transparent Research and Practice Base

Summary of "Publisher's Criteria for the CCSS in ELA and Literacy, Grades 3-12"
David Coleman and Susan Pimentel (August 25, 2011)

Introduction – Guide for publishers and curriculum developers; underscore what matters most; not meant to dictate classroom practice

Document Organization – This document has two parts: The first articulates criteria for ELA materials in grades 3–12 and the second for history/social studies, science, and technical materials in grades 6–12.

Each part contains sections discussing the following key criteria:

I. Text Selection

1. Text Complexity
2. Range and Quality of Texts

II. Questions and Tasks

1. High-Quality Text-Dependent Questions and Tasks
2. Cultivating Students' Ability To Read Complex Texts Independently

III. Academic Vocabulary

IV. Writing to Sources and Research

1. Writing to Sources — a Key Task
2. Extensive Practice with Short, Focused Research Projects

The criteria for ELA materials in grades 3–12 have one additional section:

V. Additional Key Criteria for Student Reading, Writing, Listening, and Speaking

1. Reading Complex Texts with Fluency
2. Increasing Focus on Argument and Informative Writing
3. Engaging in Academic Discussions
4. Using Multimedia and Technology Skillfully
5. Covering the Most Significant Grammar and Language Conventions

ELA Curricula, Grades 3-12

I. Text Selection

1. **Text Complexity:** The CCSS require students to students to read increasingly complex texts with increasing independence as they progress toward career and college readiness.
    A. Texts for each grade align with the complexity requirements outlined in the standards.
    B. All students, including those who are behind, have extensive opportunities to encounter and comprehend grade-level text as required by the standards.
    C. Shorter, challenging texts that elicit close reading and re-reading are provided regularly at each grade.
    D. Novels, plays, and other extended readings are also provided with opportunities for close reading as well as research.
    E. Additional materials markedly increase the opportunity for regular independent reading of texts that appeal to students' interests to develop both their knowledge and joy in reading.
2. **Range and Quality of Texts:** The CCSS require a greater focus on informational text in elementary school and literary nonfiction in ELA classes in grades 6-12.
    A. Grades 3-5: Literacy programs shift the balance of texts and instructional time to match what is called for in the standards.
    B. Grades 6-12: ELA programs include substantially more literary nonfiction.
    C. Quality of the suggested texts is high – they are worth reading closely and exhibit exceptional craft and thought or provide useful information.
    D. Specific texts or text types named in the standards are included.
    E. Within a sequence or collection of texts, specific anchor texts are selected for especially careful reading.

II. Questions and Tasks

1. **High-Quality Text-Dependent Questions and Tasks:** Among the highest priorities of the CCSS is that students be able to read closely to gain knowledge from texts.

   A. A significant percentage of questions and tasks are text dependent.

   B. High-quality sequences of text-dependent questions elicit sustained attention to the specifics of the text and their impact.

   C. Questions and tasks require the use of textual evidence, including supporting valid inferences from the text.

   D. Instructional design cultivates student interest and engagement in reading rich text carefully.

   E. Curricula provide opportunities for students to build knowledge through close reading of specific texts.

   F. Questions and tasks attend to analyzing the arguments and information at the heart of informational text in grades K-5 and literary nonfiction in grades 6-12.

2. **Cultivating Students' Ability To Read Complex Texts Independently:** Among the highest priorities of the CCSS is a requirement that students be able to demonstrate their independent capacity to read at the appropriate level of complexity and depth.

   A. Scaffolds enable all students to experience the complexity of the text, rather than avoid it.

   B. Reading strategies support comprehension of specific texts and the focus on building knowledge and insight.

   C. Design for whole-group, small-group, and individual instruction cultivates student responsibility and independence.

   D. Questions and tasks require careful comprehension of the text before asking for further explanation or interpretation.

   E. Materials make the text the focus of instruction by avoiding features that distract from the text.

III. Academic Vocabulary – Materials focus on academic vocabulary prevalent in complex texts throughout reading, writing, listening, and speaking instruction. (Tier 2 words; supports for mastering high-frequency words; highlight and link cognates of key words with other languages)

IV. Writing to Sources and Research

1. Writing to Sources – a Key Task: The CCSS require students to show that they can analyze and synthesize sources but also to present careful analysis, well-defended claims, and clear information through their writing. The standards require that students draw evidence from text(s) to support analysis, reflection, or research.

2. Increasing focus on Argument and Informative Writing: The CCSS require that the balance of writing students are asked to do parallel the balance assessed on the NAEP:

   - In elementary school, 30% to argue; 35% to explain/inform; 35% narrative
   - In middle school, 35% to write arguments; 35% to explain/inform;30 % narrative
   - In high school, 40% to write arguments; 40% to explain/inform; 20% narrative

   These forms or writing are not strictly independent; for example, arguments and explanations often include narrative elements, and both informing and arguing rely on using information or evidence drawn from texts.

3. **Extensive Practice with Short, Focused Research Projects:** Writing Standard 7 emphasizes that students should conduct several short research projects in addition to more sustained research efforts.

V. Additional Key Criteria for Student Reading, Writing, Listening, and Speaking

1. **Reading Complex Text with Fluency:** Fluency describes the pace and accuracy with which students read – the extent to which students adjust the pace, stress, and tone of their reading to respond to the words in the text.
2. **Engaging in Academic Discussions:** In accordance with the Speaking and Listening Standards, materials aligned with the CCSS should show teachers how to plan engaging discussions around grade-level topics and texts that students have studied and researched in advance.
3. **Using Multimedia and Technology Skillfully:** The CCSS require students to compare the knowledge they gain from reading texts to the knowledge they gain from other multimedia sources, such as video.
4. **Covering the Most Significant Grammar and Language Conventions:** The Language Standards provide a focus for instruction each year to ensure that students gain adequate mastery of the essential "rules" of standard written and spoken English.

Conclusion – Efficacy of Aligned Materials

History/Social Studies, Science, and Technical Subjects Literacy Curricula, Grades 6-12

Introduction – Addendum focuses on criteria most relevant to materials in history/social studies, science, and technical subjects.

I. Text Selection

1. **Text Complexity:** The CCSS require students to students to read increasingly complex texts with increasing independence as they progress toward career and college readiness.
   A. Texts align with the complexity requirements outlined in the standards.
   B. All students, including those who are behind, have extensive opportunities to encounter and comprehend grade-level text as required by the standards.
2. **Range and Quality of Texts:** The CCSS require a keen focus on informational text.
   A. Curricula provide texts that are valuable sources of information.
   B. Curricula include opportunities to combine quantitative information derived from charts, graphs, and other formats and media with information derived from text.

II. Questions and Tasks

1. **High-Quality Text-Dependent Questions and Tasks:** Among the highest priorities of the CCSS is that students be able to read closely to gain knowledge from texts.
   A. Curricula provide opportunities for students to build knowledge through close reading of a specific text or texts.
   B. All activities involving text require that students demonstrate increasing mastery of evidence drawn from text.
   C. Questions and tasks require careful comprehension of the text before asking for further evaluation and interpretation.

2. **Cultivating Students' Ability To Read Complex Texts Independently:** Among the highest priorities of the CCSS is a requirement that students be able to demonstrate their independent capacity to read at the appropriate level of complexity and depth.

   A. Scaffolds enable all students to experience the complexity of the text, rather than avoid it.

   B. Design for whole-group, small-group, and individual instruction cultivates student responsibility and independence.

III. Academic (and Domain-Specific) Vocabulary – The CCSS require a focus on academic vocabulary that is prevalent in more complex texts as well as domain-specific words.

IV. Writing to Sources and Research

1. **Writing to Sources – a Key Task:** Crafting an argument frequently relies on using information; similarly, an analysis of a subject will likely include argumentative elements. While these forms are not strictly independent, what is critical to both forms of writing is the use and integration of evidence. In historical, technical, and scientific writing, accuracy matters, and students should demonstrate their knowledge through precision and detail.
2. **Extensive Practice with Short, Focused Research Projects:** Writing Standard 7 emphasizes that students should conduct several short research projects in addition to more sustained research efforts.

Reading Between the Lines: What the ACT Reveals about College and Career Readiness in Reading
http://www.act.org/research/policymakers/pdf/reading_report.pdf

This American College Test (ACT) analysis of high school students' preparation for college-level reading revealed that only 51 percent of those students taking the ACT reading assessment demonstrated the ability to meet college reading demands. Furthermore, the ACT study detected declines as students move through high school, as the report noted that "more students are on track to being ready for college-level reading in eighth and tenth grade than are actually ready by the time they reach twelfth grade. …The study revealed that performance on complex text is the clearest differentiator in reading between students who are more likely to be ready for college and those who are less likely to be ready" (ACT, 2006).

Currently, Michigan students take the ACT in the spring of grade 11 as a component of the Michigan Merit Exam. The characteristics of complex text described in Reading Between the Lines have been incorporated in the Unit Framework that describes Michigan Merit Curriculum English Language Arts high school credit; they form the basis of the qualitative text complexity measures in the CCSS.

ACT Characteristics of Complex Text

A complex text can be described with respect to the following six aspects (which can be abbreviated to "RSVP"):

- **Relationships:** Interactions among ideas or characters in the text are subtle, involved, or deeply embedded.
- **Richness:** The text possesses a sizable amount of highly sophisticated information conveyed through data or literary devices.
- **Structure:** The text is organized in ways that are elaborate and sometimes unconventional.
- **Style:** The author's tone and use of language are often intricate.
- **Vocabulary:** The author's choice of words is demanding and highly context dependent.
- **Purpose:** The author's intent in writing the text is implicit and sometimes ambiguous.

Complex Text as Defined by CCSS, Appendix A, p. 4-6.
http://corestandards.org/assets/Appendix_A.pdf

A Three-Part Model for Measuring Text Complexity

The Standards' model of text complexity consists of three equally important parts.

(1) Qualitative dimensions of text complexity -- aspects best measured or only measurable by an attentive human reader, such as levels of meaning or purpose; structure; language conventionality and clarity; and knowledge demands.

(2) Quantitative dimensions of text complexity -- aspects such as word length or frequency, sentence length, and text cohesion, that are difficult if not impossible for a human reader to evaluate efficiently, especially in long texts, and are thus today typically measured by computer software.

(3) Reader and task considerations -- variables specific to particular readers, tasks, and purposes must also be considered when determining whether a text is appropriate for a given student, assessments are best made by teachers employing their professional judgment, experience, and knowledge of their students and the subject.

8E Literacy Plan Development

Improving Adolescent Literacy: A Trends in America Special Report
The Council of State Governments summarized the findings and recommendations of recent research and policy reports, including *Time to Act: An Agenda for Advancing Adolescent Literacy for College and Career Success; Reading to Achieve: A Governor's Guide to Adolescent Literacy;* and *From Policy to Practice: Improving Adolescent Literacy for All Students.* http://www.csg.org/policy/documents/TIA_FocusOn_AdolescentLiteracy.pdf

From State Policy to Classroom Practice: Improving Literacy Instruction for All Students
http://www.nasbe.org/index.php/educational-issues/all-educational-issues/func-finishdown/219/

The National Association of State Boards of Education report explains how states and districts can exercise policy levers and leadership to generate improvement in literacy instruction. It describes the problem of low literacy levels, effective literacy instruction, and issues regarding resistance to change; promotes implementing a comprehensive, state-local approach to improving literacy instruction; and recommends state action steps to improve adolescent literacy and drive instructional improvements in the classroom.

Effective Literacy Instruction *(p.3)*
Transforming middle and high school content learning will require policymakers and administrators to attend closely to what we know about:

- The importance of student engagement and motivation in literacy development;
- Integrating specific literacy strategies throughout all content areas to maximize learning;
- The interconnectedness of reading, writing, speaking, listening, and thinking;
- Using data to identify student needs and adjusting instruction accordingly; and
- Implementing research-based literacy strategies for teaching and learning.

State Literacy Plans *should include guidance for districts and schools on providing time, resources, and tools to build the capacity of educators to:*

- Identify struggling readers early and provide a continuum of interventions and supports;
- Infuse literacy instruction throughout the curriculum;
- Ensure the necessary training and supports to help teachers gain the knowledge and skills to provide effective, content-based literacy instruction; and
- Provide resources and dedicated staff at district and school levels. (p. 7)

State Action Steps to Improve Adolescent Literacy (p.7-8)

- Develop coordinated state leadership to set the vision and ensure coherence of goals for improving adolescent literacy statewide.
- Design a state literacy plan that builds instructional capacity and sustains continuous improvements in adolescent literacy.
- Create literacy standards for students and teachers—raising literacy expectations across the curriculum for all students in all grades.
- Ensure comprehensive assessment and alignment with anchor literacy standards and core curricula.
- Provide flexibility and supports at the district level to localize the initiative.
- Invest in teachers by ensuring that they have the preparation, professional development, and supports to provide effective, content-based literacy instruction.

Reading to Achieve: A Governor's Guide to Adolescent Literacy
http://www.nga.org/Files/pdf/0510GOVGUIDELITERACY.PDF

The NGA report identifies five essential steps for improving adolescent literacy:

- Build support for a state focus on adolescent literacy
- Raise literacy expectations across grades and curricula
- Encourage and support school and district literacy plans
- Build educators' capacity to provide adolescent literacy instruction
- Measure progress in adolescent literacy at the school, district, and state levels.

The report includes recommendations for strengthening content teacher licensure and preparation requirements regarding literacy instruction, noting that "an excellent starting point for developing a school literacy plan is to provide all students with reading comprehension instruction and embed literacy instruction in content-area classes." (National Governors Association 2005, 17)

Adolescent Literacy Walk-through for Principals: A Guide for Instructional Leaders
http://centeroninstruction.org/files/Adol%20Lit%20Walk%20Through.pdf

The report includes a brief history of the classroom walk-through (CWT), a tool that has been widely used to improve instruction; a few examples of CWT models, along with some challenges involved in using walk-throughs effectively; an introduction of a principal's walk-through for adolescent literacy instruction (grades 4–12), including a section for reading interventions in grades 6–12; brief descriptions of the elements of instruction that research suggests will improve overall student reading achievement; and, for each element, brief classroom examples of what a principal might expect to see in the classroom. It includes sample ALWP templates for states, districts, and schools to use or adapt.

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